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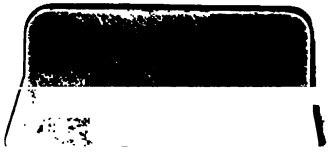

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EXAMINATION PAPERS,

WITH CLASS LISTS AND SUPPLEMENTARY TABLES,

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AND THE REGULATIONS FOR THE YEAR 1867.

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NOTICE.

The following Examination Papers are those set at the Examinations held simultaneously at Edinburgh, Inverness, and Newton-Stewart, on the 26th, 27th, and 28th of June.

The total number of Candidates who sent in their names was 84—*viz.*, 29 *Seniors and* 55 *Juniors. The number actually examined was* 72—*viz.*, 24 *Seniors* (17 *Boys and* 7 *Girls*), *and* 48 *Juniors* (43 *Boys and* 5 *Girls*).

The names of those who have passed are given in the Class Lists at the end. The Supplementary Tables show the particular subjects in which each Candidate has passed or failed.

The Regulations for 1867, *and the list of Examiners, follow the Papers.*

W. SCOTT DALGLEISH,
General Secretary.

THE UNIVERSITY OF EDINBURGH.
July 1866.

TIME TABLE.

Tuesday, June 26.	Wednesday, June 27.	Thursday, June 28.
9-10. *Preliminary Arithmetic.* 10-12. *Preliminary History and Geography.*	9-10. *Preliminary Latin.* 10-12. *Preliminary English.*	9-12. C. 1.—Mathematics. 9-11. F.—Music.
12-2.	12-2.	12-2.
2-5. A. 1.—Latin. 2-4. A. 4.—German. D. 4.—Physiology.	2-5. B. 1.—English. A. 2.—Greek. 2-4. C. 2.—Natural Philosophy.	2-5. B. 2.—History and Geography.
5-6.	5-6.	
6-8. *Preliminary Scripture History.*	6-8. A. 3.—French. D. 1.—Chemistry.	

The times appointed for Reading aloud and for Drawing are subject to the discretion of the Examiner at each Centre.

DIRECTIONS TO CANDIDATES.

I. *Be at your seat in the Examination Room five minutes before the time fixed for the commencement of each Examination.*

II. When the questions are given you, read them over carefully; *mark those which you think that you can answer best; and do them first.* If, after that, you still have time to spare, try some of the others.

III. Before you begin to write your answers, insert in the blank spaces at the top of your Paper—

1. The *Number* by which you are known in the Examination.
2. The *Subject* in which the questions are set which you are about to answer.

IV. In writing your answers—

1. Write only on the *ruled* side of the paper.
2. Put in the margin *the number of the question* before each answer.
3. Leave a blank space *after* each answer.
4. *Number your pages* as you go on.

V. If you want anything in the course of the Examination, do not leave your seat; but *call out your number, and hold up your hand,* and some one will attend to you.

VI. As soon as notice is given (which will be five minutes before the end of the time), finish your Papers, see that they are numbered rightly and arranged in their proper order, and take them UNFOLDED to the Examiner.

CAUTIONS.

Any Candidate detected in helping another, or asking another to help him in his paper, or bringing with him a book or written paper to assist him, will be turned out of the Examination Room.

No Communication whatever between Candidates under examination will be allowed.

W. SCOTT DALGLEISH,
General Secretary.

UNIVERSITY OF EDINBURGH,
June 1, 1866.

EXAMINATION PAPERS.

1866.

COMMON SUBJECTS.

I.—ENGLISH.

Passages for Reading Aloud.

Marie Antoinette, Queen of France.—"It is now sixteen or seventeen years since I saw the queen of France, then the dauphiness, at Versailles; and surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision. I saw her just above the horizon, decorating and cheering the elevated sphere she just began to move in,—glittering like the morning star, full of life, and splendour, and joy. Oh! what a revolution! and what a heart must I have to contemplate without emotion that elevation and that fall! Little did I dream, when she added titles of veneration to those of enthusiastic, distant, respectful love, that she should ever be obliged to carry the sharp antidote against disgrace concealed in that bosom; little did I dream that I should have lived to see such disasters fallen upon her in a nation of gallant men, in a nation of men of honour, and of cavaliers. I thought ten thousand swords must have leaped from their scabbards to avenge even a look that threatened her with insult. But the age of chivalry is gone. That of sophisters, economists, and calculators has succeeded; and the glory of Europe is extinguished for ever. Never, never more shall we behold that generous loyalty to rank and sex, that proud submission, that dignified obedience, that subordination of the heart, which kept alive, even in servitude itself, the spirit of an exalted freedom. The unbought grace of life, the cheap defence of nations, the nurse of manly sentiment and heroic enterprise is gone! It is

gone, that sensibility of principle, that chastity of honour, which felt a stain like a wound, which inspired courage whilst it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil, by losing all its grossness."—BURKE.

INVOCATION TO LIGHT.

"Hail, holy Light, offspring of Heaven first-born,
Or of the Eternal co-eternal beam
May I express thee unblam'd? since God is light,
And never but in unapproached light
Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate.
Or hear'st thou rather, pure ethereal stream,
Whose fountain who shall tell? Before the Sun,
Before the Heavens thou wert, and at the voice
Of God, as with a mantle, didst invest
The rising world of waters dark and deep,
Won from the void and formless infinite."—MILTON.

PASSAGE FOR DICTATION.

[The Examiner is requested,—

First, To read the following passage to the Candidates, in order that they may catch its general import.

Secondly, To dictate it slowly, telling them where the full stops (but no other points) occur.

Thirdly, To read it again, that they may correct and punctuate.]

"The genius seeing me indulge myself in this melancholy prospect, told me I had dwelt long enough upon it. 'Take thine eyes off the bridge,' said he, 'and tell me if thou seest anything thou dost not comprehend.' Upon looking up, 'What mean,' said I, 'those great flights of birds that are perpetually hovering about the bridge, and settling upon it from time to time? I see vultures, harpies, ravens, cormorants; and, among many other feathered creatures, several little winged boys that perch in great numbers upon the middle arches.' 'These,' said the genius, 'are envy, avarice, superstition, despair, love, with the like cares and passions that infest human life.'"—ADDISON.

I.—ENGLISH GRAMMAR, ANALYSIS, AND COMPOSITION.

1. How is the *Plural* of Nouns generally formed? Give the Plural of the following—

(*a.*) box. (*d.*) brother. (*g.*) mouse. (*j.*) staff.
(*b.*) valley. (*e.*) house. (*h.*) ox. (*k.*) portico.
(*c.*) loaf. (*f.*) city. (*i.*) child. (*l.*) horse.

2. What determines the person and number of the Verb in a sentence? When is a Collective Noun followed by a Singular Verb, when by a Plural Verb?

3. What is meant by *Inflection?* What parts of speech in English are subject to it?

4. Give a general rule for the use of *shall* and *will* in direct speech. Insert the proper auxiliary (*shall* or *will*) in the following sentences:—

(*a.*) I be much gratified if you return.
(*b.*) You may expect me to yield, but I not.
(*c.*) You may expect him to yield, but he not.
(*d.*) there be a large assembly?

5. What is meant by *Mood?* What is the essential difference between the Indicative and the Subjunctive Mood?

6. Write down the Principal Parts of these Verbs:—

(*a.*) bereave. (*c.*) crow. (*e.*) lie. (*g.*) strive.
(*b.*) beseech. (*d.*) slide. (*f.*) lay. (*h.*) tread.

7. Distinguish between—

(*a.*) A simple and a compound sentence.
(*b.*) A principal and a subordinate clause.
(*c.*) A noun clause and an adjective clause.
(*d.*) Copulative and adversative co-ordination.

8. Analyse these sentences, and parse the words in italics:—

(*a.*) Those barbarous *ages past*, succeeded next
The *birthday* of invention.

(*b.*) *Why* do we *hold* our tongues,
That most *may* claim this argument for *ours?*

9. Transpose in as many ways as you can the phrases and clauses in the following sentences:—

(*a.*) Let us not conclude, while dangers are at a distance, and do not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them.

(*b.*) By those accustomed to the civilisation and the warm sun of Italy, it must have been felt as a calamity to be compelled to live, not only in a cold uncultivated country, but also among a barbarous people.

10. Make one *simple sentence* of the following elements :—
    (*a.*) William had quelled certain disturbances.
    (*b.*) The scene of these disturbances was the west of England.
    (*c.*) The disturbances had been excited by Githa.
    (*d.*) Githa was King Harold's mother.
    (*e.*) William had also built a fortress.
    (*f.*) The fortress was built to overawe the city of Exeter.
    (*g.*) After all this, William returned to Winchester.

II.—HISTORY AND GEOGRAPHY.

(*a.*) History.

1. Trace the descent of Queen Victoria from James I. of England.

2. By what events was the Revolution of 1688 followed in Scotland and in Ireland?

3. Name and date the four great victories of Marlborough. In what war were they won? What treaty terminated that war?

4. Mention the chief incidents in the last Jacobite rebellion.

5. Date the following, and write a brief note upon each :—
    a. Gunpowder Plot. *b.* Habeas Corpus Act.
    c. The Bloody Assize. *d.* South Sea Scheme.
    e. Abolition of Slavery. *f.* Repeal of the Corn Laws.

6. For what are the following names remarkable?—
    a. Raleigh. *b.* Sacheverel. *c.* Addison.
    d. Newton. *e.* Warren Hastings. *f.* Havelock.

(*b.*) Geography.

1. On the outline map of India,
    a. Trace the mountain ranges, and mark the position of the three highest peaks.

b. Trace the Rivers *Indus*, *Ganges*, and *Kistnah*, with their tributaries.

c. Mark the position of *Kurrachee*, *Cashmere*, *Surat*, *Mysore*, *Aurungabad*, *Nagpore*, *Calcutta*, *Patna*, *Cawnpore*, and *Delhi*.

2. Name the political divisions of Asia, with the capital of each.

3. What Capes and Islands would you pass in sailing from *Aden* to *Shanghai?*

4. Mention the chief natural products of Asia.

III.—LATIN.

1. Decline *spes*, *respublica*, *Deus*, *mare*.

2. Compare *parvus*, *altus*, *similis*, *prope*.

3. Write a list of the possessive pronouns.

4. Give the Latin *words* for *four*, *fourth*, *four by four*, *four times*, *fourteen*, *forty*, *four hundred*, *four thousand*.

5. Conjugate *disco*, *mitto*, *jacio*, *vinco*, *vincio*.

6. Write down all the participles—(1.) of *loquor;* (2.) of *labor*.

7. What adverbs are formed from the following words:—*tutus*, *alius*, *facilis*, *brevis*, *vir*, *gradus?*

8. What cases follow the verbs *incolo*, *persuadeo*, *obliviscor*, *faveo*, *utor*, *compleo?*

9. Translate:—

Hâc oratione habitâ, mirum in modum conversæ sunt omnium mentes, summaque alacritas et cupiditas belli *gerendi* innata est: princepsque decima legio, per tribunos militum, ei gratias egit, quod de se optimum judicium fecisset: seque esse ad bellum gerendum *paratissimam* confirmavit. Deinde reliquæ legiones, per tribunos militum et primorum ordinum centuriones, egerunt uti Cæsari satisfacerent: se neque unquam *dubitasse*, neque timuisse, neque de summâ belli suum judicium, sed imperatoris esse, existimavisse. Eorum satisfactione acceptâ, et itinere exquisito per Divitiacum, quod ex aliis ei maximam fidem habebat, ut *millium* amplius quinquaginta circuitu locis apertis exercitum duceret, de quartâ vigiliâ, ut dixerat, profectus est.

Parse the words *in italics*.

IV.—ARITHMETIC.

1. Multiply £1407, 18s. 11¼d. by 142.

2. Divide 1000 tons by 119.

3. Find the cost of 1147 cwts. 3 qrs. 17½ lbs. at £10, 2s. 6d. per cwt.

4. How many loaves of bread, at 7½d. per loaf, are an equivalent for 5 cwts. of butter, at 1s. 1½d. per lb.?

5. If you buy at 15s. 2d. per yard, and sell at 16s. 6d., what do you gain per cent. on the outlay?

V.—SCRIPTURE HISTORY.

I.—Genesis.

1. Name two patriarchs who did not die a natural death, and state what became of them.

2. What were the circumstances attending the separation of Abram and Lot?

3. State the successive steps that ended in the settlement of Jacob and his family in Egypt.

4. What incidents are associated with the following places? Ararat, Beersheba, Bethel, Dothan, Haran, Machpelah, Moriah.

II.—Gospel of Luke and Acts of the Apostles.

1. What answer did Jesus give to John's disciples when their Master sent them to ask him whether or not he was the Messiah?

2. Relate the Parable of the Pharisee and the Publican. What does it teach us?

3. What incidents does St. Luke record as having happened between our Lord's last passover and his death?

4. On what occasions did our Lord teach the duties of love to our neighbour, prayer, humility, forgiveness, the proper use of our opportunities?

5. State the occasion and the result of the first persecution of the Apostles.

6. What is recorded of St. Paul from his conversion to his first missionary journey?

7. How did Cornelius become a disciple, and what did his conversion teach the Church?

8. Where, when, and by whom, was the first Christian Church planted in Europe?

SPECIAL SUBJECTS.

JUNIOR.

A. 1.—LATIN.

1. Translate :—

Quo facto cum alius alii subsidium ferret, neque timerent, ne aversi ab hoste circumvenirentur, audacius resistere ac fortius pugnare coeperunt. Interim milites legionum duarum, quae in novissimo agmine praesidio impedimentis fuerant, proelio nuntiato, cursu incitato in summo colle ab hostibus conspiciebantur ; et Titus Labienus, castris hostium potitus, et ex loco superiore, quae res in nostris castris gererentur, conspicatus, decimam legionem subsidio nostris misit. Qui cum ex equitum et calonum fuga, quo in loco res esset, quantoque in periculo et castra et legiones et imperator versaretur, cognovissent, nihil ad celeritatem sibi reliqui fecerunt.

(*a.*) Give the positive and superlative of *audacius* and *fortius*. (*b.*) Why are *gererentur*, *esset*, *versaretur*, in the subjunctive mood ? (*c.*) Parse the words *praesidio*, *potitus*, *conspicatus*, *reliqui*.

2. Translate :—

" Vix ea fatus eram, tremere omnia visa repente,
Liminaque laurusque dei, totusque moveri
Mons circum, et mugire adytis cortina reclusis.
Submissi petimus terram, et vox fertur ad aures :
' Dardanidae duri, quae vos a stirpe parentum
Prima tulit tellus, eadem vos ubere laeto
Accipiet reduces. Antiquam exquirite matrem.
Hic domus Æneae cunctis dominabitur oris,
Et nati natorum, et qui nascentur ab illis.'
Haec Phoebus : mixtoque ingens exorta tumultu
Laetitia, et cuncti, quae sint ea moenia, quaerunt ;
Quo Phoebus vocet errantes, jubeatque reverti."

3. Give the meaning and derivation of the following words:—*macto, libo, lustro, adoleo, molior, subtemen, Hyades, virgultum, auspicium, cunabula, specula.*

4. Give the meaning of the following adverbs, marking particularly the force of their terminations:—*aliter, alio, alibi, aliunde, alias: radicitus, funditus: raptim, statim: porro, prorsus, hactenus.*

5. Conjugate and give the meaning of the following verbs:—*seco, lavo, caveo, torqueo, torreo, jaceo, pendeo, jacio, pendo, fingo, figo, tendo, texo, sero* (2), *tero.*

6. Translate the following sentences into Latin:—

Although nature declares by so many signs, what she wishes and longs for, nevertheless we grow deaf (*obsurdesco*), I know not how, and we do not hear those lessons which we are taught by her.

The matter having been known, Caesar and Pompey adopt (*capio*) different plans for themselves, and on the same day each of them leads forth his army from its stationary camp (*stativa*).

Neither Crassus nor Pompey has left me anything to tell.

A. 3.—FRENCH.

1. Translate:—

Adraste profita du secours des Dieux sans être touché de leru pouvoir, et mérita par cette ingratitude d'être réservé à une plus cruelle vengeance. Il se hâta de faire passer ses troupes entre le camp à demi brûlé et un marais qui s'étendait jusqu' à la rivière; il le fit avec tant d'industrie et de promptitude, que cette retraite montra combien il avait de ressource et de présence d'esprit. Les alliés, animés par Télémaque, voulaient le poursuivre; mais à la faveur de cet orage il leur échappa comme un oiseau d'une aile égère échappe aux filets des chasseurs.

2. Parse the verbs *se hâta, s'étendait, fit, voulaient, poursuivre, échappe,* giving the principal parts (*i.e.*, the pres. inf., the pres. partic., and the past partic.) of each, and writing out in full the tense assigned.

3. Parse the pronouns italicised in 'de *leur* pouvoir,' 'par *cette* ingratitude,' 'passer *ses* troupes,' '*il le* fit,' 'il *leur* échappa,' writing

out the various forms assumed by each according to gender, number, case, and regimen.

4. Draw the French accents, naming each, and stating over what vowels they severally stand, and with what force.

5. Translate into French :—

What have you there in your left hand ?—A bit of what they call in England Scotch cake.—Who gave it you ?—The lady that comes to see me every Saturday.—I know her by sight: she is your aunt, is she not ?—No; but it is quite possible you may have heard me call her aunt. That pleases her; and I like to do whatever I know is agreeable to her.

B. 1.—ENGLISH.

A. Cowper.

1. Give a complete tabular analysis of :—

(*a.*) His frown was full of terror, and his voice
Shook the delinquent with such fits of awe
As left him not, till penitence had won
Lost favour back again, and closed the breach.

(*b.*) It were long,
Too long, to tell the expedients and the shifts
Which he that fights a season so severe
Devises, while he guards his tender trust,
And oft, at last, in vain.

2. Parse fully each word :—

There is a pleasure in poetic pains
Which only poets know.

3. Explain the nature of the phrases and clauses *in italics* :—

(*a.*) He cannot use
Life's necessary means, *but he must die.*

(*b.*) *If he spared not them,*
Tremble and be amazed at thine escape,
Far guiltier England! lest he spare not thee.

(*c.*) England, *with all thy faults,* I love thee still!

(*d.*) *Who loves a garden,* loves a greenhouse too.

4. Explain the allusions:—

(*a.*) He finds his fellow guilty of a skin
Not coloured like his own.

(*b.*) Each in his field of glory; one in arms
And one in council.

(*c.*) Yet gnats have had, and frogs and mice long since
Their eulogy; those sang the Mantuan bard,
And those the Grecian in ennobling strains.

(*d.*) Not as the prince in Shushan, when he called,
Vain-glorious of her charms, his Vashti forth
To grace the full pavilion.

5. What are the chief topics touched on in the Third Book of *The Task?* How does Cowper deal with the question, 'What is Truth?'

6. Give the meaning of the following words, as used by Cowper, and, where you can, the derivation:—

(*a.*) Emancipate. (*d.*) Effeminate. (*g.*) Coevals.
(*b.*) Vortiginous. (*e.*) Homogeneal. (*h.*) Leisure.
(*c.*) Prone. (*f.*) Translucent. (*i.*) Ticklish.

7. Analyse and parse—
Witness if I be silent.

B. Composition.

[*The Exercise need not extend beyond* Two *pages.*]

1. Write a short LIFE of *one* of the following persons:—
(*a.*) Cowper. (*b.*) Mary Queen of Scots. (*c.*) Luther.

Or,

2. Write a description of *one* of the following:—
(*a.*) The town you live in.
(*b.*) A printing press.
(*c.*) The process of paper-making.

B. 2.—HISTORY AND GEOGRAPHY.

(*a.*) History.

1. The chief *Battles* fought between the English and the Scots, with dates and results.

2. The fate of each of the *Jameses.*

3. The chief events in the reign of *Henry VIII.*

4. A short life of *Mary Queen of Scots.*

5. The *European Wars* in which England has taken part since the Union of the Crowns.

6. Short notes on the following men:—

a. Wallace.	*b.* Wycliffe.	*c.* Warbeck.
d. Knox.	*e.* Monmouth.	*f.* Nelson.

(*b.*) Geography.

1. Mention the counties, with the capital of each, which you would pass in sailing from London to Aberdeen.

2. Name the chief towns in the basin of the *Mersey*, the *Great Ouse*, the *Tay*, and the *Clyde.*

3. Name the highest summit in England, in Wales, and in Scotland, respectively, with the height of each.

4. In what county, and in what river basin, is each of the following towns, and for what is each remarkable?—

(*a.*) Stoke.	(*b.*) Norwich.	(*c.*) Dunfermline.
(*d.*) Salisbury.	(*e.*) Swansea.	(*f.*) Scone.

C. 1.—MATHEMATICS.

1. Add together $1\frac{1}{2}$, $2\frac{1}{3}$, $3\frac{1}{4}$, $4\frac{1}{5}$, $5\frac{1}{8}$, and $7\frac{1}{8}$.

2. Reduce $\frac{1}{2\frac{1}{2}}$ to a decimal, and $\frac{1}{3}$ of $2\frac{1}{5}$ of a £ to the decimal of £5, 10s.

3. If a lb. troy of gold is coined into $46\frac{1}{2}$ sovereigns, and a lb. avoirdupois of silver into 48 halfpence, what is the difference in weight between a sovereign and a halfpenny?

4. Find the present worth of £1405, due alf a year hence, at $4\frac{1}{2}$ per cent. per annum of interest.

5. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the contained angles equal to one another, the triangles are equal in every respect.

6. To draw a straight line perpendicular to a given straight line from a given point without it.

7. Parallelograms upon equal bases and between the same parallels are equal.

8. If the square described on one of the sides of a triangle is equal to the sum of the squares described on the other two sides, the angle contained by those two sides is a right angle.

9. If a straight line be divided into two equal and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

10. To divide a given line into two such parts that the rectangle contained by the whole and one of the parts may be equal to the square of he other part.

11. If $a = 5$, $b = 4$, $c = 3$, $d = 0$; find the value of

$$\frac{a+b+c}{a-b+d}+\frac{a-b+c}{a+b-c}+\frac{(a+b)\,d}{(a-b)\,(c+d)}.$$

12. Multiply x^2-3x+9 by x^2-5x+7; and $\dfrac{a-b+c}{a^2-b^2}$ by $\dfrac{a+b}{a-b+c}$.

13. Divide $3x^4+4x^3y-34x^2-4x^2y^2+36xy-65$ by $x^2+2xy-13$.

14. Extract the square root of $9x^2+6xy-12x+y^2-4y+4$.

15. Solve the following equations:—

(1.) $\dfrac{x+1}{2}-\dfrac{x-1}{2}=1.$

(2.) $\dfrac{3\,(x-1)}{2}-5\,\dfrac{6-x}{4}=\dfrac{x+7}{3}+\dfrac{x}{4}.$

(3.) $\sqrt{(30-x)}=\sqrt{(14-x)}+2.$

16. A and B together possess £120, A and C £140, and A, B, and C together £170; what does each possess?

17. A woman sells half an egg more than half her eggs. Again, she sells half an egg more than half her remaining eggs. A third time she does the same; and now she has no eggs left. How many had she at first?

D. 1.—CHEMISTRY.

1. What is meant by the terms 'specific heat' and 'latent heat' when applied to bodies?

2. Describe some of the principal properties of oxygen, and give two methods for preparing it.

3. What properties render nitrogen peculiarly fitted for admixture with oxygen in common air?

4. If you are told that the formula of nitric acid is H,NO_5, what weight is that equal to?

5. What are the essential conditions for the production of a current of electricity in a simple galvanic arrangement?

D. 4.—PHYSIOLOGY.

See Page 32.

E.—DRAWING.

A. Drawing from the Flat.

(*Two hours allowed.*)

Make a drawing in outline from the accompanying copy, and of the same size.

B. Drawing from a Cast.

(*Three hours allowed.*)

Make a drawing of the accompanying Cast of a Hand. Let it be the same size as the original, and give the effect of light and shade as fully as possible.

*** *Only one of the Departments,* A *and* B, *is necessary; but both may be attempted.*

SPECIAL SUBJECTS.

SENIOR.

A. 1.—LATIN.

1. Translate :—

Sic tauriformis volvitur Aufidus,
Qui regna Dauni praefluit Apuli,
Quum saevit horrendamque cultis
Diluviem meditatur agris;
Ut barbarorum Claudius agmina
Ferrata vasto diruit impetu,
Primosque et extremos metendo
Stravit humum sine clade victor,
Te copias, te consilium et tuos
Praebente Divos. Nam tibi quo die
Portus Alexandrea supplex
Et vacuam patefecit aulam,
Fortuna lustro prospera tertio
Belli secundos reddidit exitus,
Laudemque et optatum peractis
Imperiis decus arrogavit.

(*a.*) In what metre are these stanzas written, and what are its laws? (*b.*) Explain the epithet *tauriformis*, and quote any other passages in which Horace speaks of the Aufidus. (*c.*) *Claudius*—What was the full name of the person here mentioned, and how was he connected with Augustus. (*d.*) Explain the allusions in the words 'tuos praebente Divos,' and 'quo die portus Alexandrea supplex,' etc

2. Translate and explain the allusions in the following passages :—

(*a.*) Me truncus illapsus cerebro
Sustulerat, nisi Faunus ictum
Dextra levasset, Mercurialium
Custos virorum.

(*b.*) Satis beatus unicis Sabinis.

(*c.*) Multa Dircæum levat aura cycnum.
(*d.*) Quid debeas, o Roma, Neronibus
Testis Metaurum flumen.
(*e.*) Dauniae defende decus Camenae
Levis Agyieu.
(*f*) Spirat adhuc amor
Vivuntque commissi calores
Æoliæ fidibus puellae.

3. Translate :—

Hannibal quum, quid optimum foret hosti, cerneret, vix ullam spem habebat temere atque improvide quicquam consules acturos. Quum alterius ingenium, fama prius deinde re cognitum, percitum ac ferox sciret esse, ferociusque factum prospero cum praedatoribus suis certamine crederet, adesse gerendae rei fortunam haud diffidebat. Cujus ne quod praetermitteret tempus, sollicitus intentusque erat, dum tiro hostium miles esset, dum meliorem ex ducibus inutilem vulnus faceret, dum Gallorum animi vigerent, quorum ingentem multidudinem sciebat segnius sequuturam, quanto longius ab domo traherentur. Quum ob haec taliaque speraret propinquum certamen, et facere, si cessaretur, cuperet, speculatoresque Galli—ad ea exploranda, quae vellent, tutiores, quia in utriusque castris militabant—paratos pugnae esse Romanos retulissent, locum insidiis circumspectare Poenus coepit.

Explain the uses of the subjunctive mood in this passage.

4. Translate into Latin :—

'Yes, I still wait, I still delay; for I wish you not to perish till you cease to find a citizen so perverse as to excuse or defend you. Then, and not till then, the sword shall descend upon you. Meanwhile live, as you now live, tracked by enemies, surrounded by guards : all our eyes and ears shall be fixed upon you, as they long have been, and watch you when you think not of it.'

5. Translate into English :—

Talibus orabat Juno, cunctique fremebant
Caelicolae assensu vario : ceu flamina prima
Cum deprensa fremunt sylvis, et caeca volutant
Murmura, venturos nautis prodentia ventos.
Tum pater omnipotens, rerum cui summa potestas,
Infit : eo dicente, Deûm domus alta silescit,
Et tremefacta solo tellus, silet arduus aether :
Tum Zephyri posuere, premit placida aequora pontus.

A. 2.—GREEK.

A. Homer.

1. Translate into English :—

τὸν δ' εὗρ' ἐν θαλάμῳ περικαλλέα τεύχε' ἕποντα,
ἀσπίδα καὶ θώρηκα καὶ ἀγκύλα τόξ' ἀφόωντα·
Ἀργείη δ' Ἑλένη μετ' ἄρα δμωῇσι γυναιξὶν
ἧστο, καὶ ἀμφιπόλοισι περικλυτὰ ἔργα κέλευεν.
τὸν δ' Ἕκτωρ νείκεσσεν ἰδὼν αἰσχροῖς ἐπέεσσιν·
Δαιμόνι', οὐ μὲν καλὰ χόλον τόνδ' ἔνθεο θυμῷ.
λαοὶ μὲν φθινύθουσι περὶ πτόλιν αἰπύ τε τεῖχος
μαρνάμενοι· σέο δ' εἵνεκ' ἀϋτή τε πτόλεμός τε
ἄστυ τόδ' ἀμφιδέδηε· σὺ δ' ἂν μαχέσαιο καὶ ἄλλῳ,
ὅντινά που μεθιέντα ἴδοις στυγεροῦ πολέμοιο.
ἀλλ' ἄνα, μὴ τάχα ἄστυ πυρὸς δηΐοιο θέρηται.

2. Analyse the words ἧστο, ἔνθεο, ἀμφιδέδηε, ἀφόωντα.

3. Give an account of the preposition περί, both simply and in composition, and contrast it with ἀμφί.

4. What is the root, or essential part, of the word ἀγκύλα; and what other words in Greek or Latin contain the same root?

5. What is the signification of verbals in τός, and how distinguished from those in τέος?

6. What is the peculiar signification of δαιμόνιος in Homer; and how do you explain that meaning?

7. Give the rule by which the use of the particle ἂν is governed in l. ninth, and contrast this case with that of the same particle when joined with the indicative mood.

8. Elucidate the points of ancient geography that occur in Book VI.

B. Xenophon.

1. Translate into English :—

Ἐπειδὴ δὲ σαφῶς ἀπιόντας ἤδη ἑώρων οἱ Ἕλληνες, ἐπορεύοντο καὶ αὐτοὶ ἀναζεύξαντες καὶ διῆλθον ὅσον ἑξήκοντα σταδίους. Καὶ γίγνεται τοσοῦτον μεταξὺ τῶν στρατευμάτων, ὥστε τῇ ὑστεραίᾳ οὐκ ἐφάνησαν οἱ πολέμιοι, ὑοδὲ τῇ τρίτῃ· τῇ δὲ τετάρτῃ νυκτὸς προελθόντες καταλαμβάνουσι χωρίον

ὑπερδέξιον οἱ βάρβαροι, ᾗ ἔμελλον οἱ Ἕλληνες παριέναι, ἀκρωνυχίαν ὄρους, ὑφ' ἣν ἡ κατάβασις ἦν εἰς τὸ πεδίον. Ἐπειδὴ δὲ ἑώρα Χειρίσοφος προκατειλημμένην τὴν ἀκρωνυχίαν, καλεῖ Ξενοφῶντα ἀπὸ τῆς οὐρᾶς καὶ κελεύει λαβόντα τοὺς πελταστὰς παραγενέσθαι εἰς τὸ πρόσθεν.

2. In reference to ἑώρων, give the general rule, with its exceptions, as to the augment of verbs commencing with a vowel.

3. Explain the use of ὅσον in line 2.

4. By what rule is στρατευμάτων in the genitive?

5. Contrast the construction of ὥστε in Greek with that of *adeo ut* in Latin.

6. Why is νυκτὸς in the genitive?

7. Give an account of the general sequence and progress of the history contained in Book IV. of the Anabasis.

III. Translate into Greek:—

1. If I had known that you were so foolish (μωρός) as to believe such things, I would have given you a book of fairy tales (μῦθος), not of history to read (ἀναγιγνώσκω).

2. The general sent a scout (κατάσκοπον) to examine (ἐρευνᾷν) the country of the enemy; but on account of the wind and the snow, they returned (ἐπανέρχομαι) without having seen anything, and unable to say a single word.

IV. Translate:—

Ἡρακλῆς δὲ διελθὼν τήν τε τῶν Λιγύων καὶ τῶν Τυρρήνων χώραν, καταντήσας πρὸς τὸν Τίβεριν ποταμόν, κατεστρατοπέδευσεν, οὗ νῦν ἡ Ῥώμη ἐστίν. Ἀλλ' αὕτη μὲν πολλοῖς γενεαῖς ὕστερον ὑπὸ Ῥωμύλου τοῦ Ἄρεος ἐκτίσθη· τότε δὲ τινες τῶν ἐγχωρίων κατῴκουν ἐν τῷ νῦν καλουμένῳ Παλατίῳ, μικρὰν παντελῶς πόλιν οἰκοῦντες.

A. 3.—FRENCH.

1. Translate:—

Lorsqu'une déplorable faiblesse et une versatilité sans fin se manifestent dans les conseils du pouvoir; lorsque, cédant tour à tour à l'influence des partis contraires, et vivant au jour le jour, sans plan fixe, sans marche assurée, il a donné la mesure de son insuffisance, et que les citoyens les plus modérés sont forcés de con-

venir que l'Etat n'est plus gouverné; lorsqu'enfin, à sa nullité au dedans, l'administration joint le tort le plus grave qu'elle puisse avoir aux yeux d'un peuple fier, je veux dire l'avilissement au dehors, alors une inquiétude vague se répand dans la société, le besoin de sa conservation l'agite, et, promenant sur elle-même ses regards, elle semble chercher un homme qui puisse la sauver.

2. Translate:—

Il découvre à mes yeux, d'une main savante,
De l'astre des saisons la robe étincelante:
L'émeraude, l'azur, la pourpre, le rubis,
Sont l'immortel tissu dont brillent ses habits.
Chacun de ses rayons, dans sa substance pure,
Porte en soi les couleurs dont se peint la nature;
Et, confondus ensemble, ils éclairent nos yeux,
Ils animent le monde, ils emplissent les cieux.
Confidents du Très-Haut, substances éternelles,
Qui brûlez de ses feux, qui couvrez de vos ailes
Le trône où votre maître est assis parmi vous,
Parlez, du grand Newton n'étiez vous pas jaloux?

3. (*a*) On what ground is the subjunctive mood used at all in the phrases (see No. 1.) *le tort le plus grave qu'elle puisse avoir*, and *un homme qui puisse la sauver*. (*b*) According to what rules, or considerations, is one tense of the subjunctive preferred to the others in particular cases? (*c*) Justify the use of the *present* subjunctive in the above phrases.

4. Write out the imperative of *se joindre* and *s'asseoir;* the present indicative of *empiéter* and *agréer;* the present subjunctive of *s'ennuyer* and *suppléer;* and the past participle feminine of *créer*, *bénir*, *manger*, *vouloir*.

5. Explain the difference between *jour* and *journée; morceau* and *pièce; à terre* and *par terre; pendant que* and *tandis que; à la ville* and *en ville*.

6. What light does the French language throw on the English words, *curtail*, *clove*, *draper*, *ostler*, *journal*, *lieutenant*, *pannier*, *plumb-line*, *cutlets*, *usher*.

7. Translate into French:—

After much debating, they at length agreed to go on till we came to some inn, or met with a passenger who could direct us. We

soon arrived at a small farm-house, and the footman alighted, and went into it.

In a few minutes he returned, and told us we might proceed, for that he had procured a direction. 'But,' added he, 'it seems there are some thieves hereabouts, and so the best way will be for you to leave your watches and purses with the farmer, whom I know very well, and who is an honest man, and a tenant of my lady's.'

'Thieves!' cried Madame Duval, looking aghast; 'the Lord help us! I've no doubt but we shall be all murdered.'

The farmer came to us, and we gave him all we were worth, and the servants followed our example. We then proceeded; and Madame Duval's anger so entirely subsided that, in the mildest manner imaginable, she entreated them to make haste, and promised to tell their lady how diligent and obliging they had been. She perpetually stopped them to ask if they apprehended any danger, and was at length so much overpowered by her fears, that she made the footman fasten his horse to the back of the carriage, and then come and seat himself within it. My endeavours to encourage her were fruitless; she sat in the middle, held the man by the arm, and protested that if he did but save her life she would make his fortune.

A. 4.—GERMAN.

Translate into English—

Das Schaf musste von allen Thieren vieles leiden. Da trat es vor den Zeus, und bat sein Elend zu mindern.

Zeus schien willig, und sprach zu dem Schafe. Ich sehe wohl, mein frommes Geschöpf, ich habe dich allzu wehrlos erschaffen. Nun wähle, wie ich diesem Fehler am besten abhelfen soll. Soll ich deinen Mund mit schrecklichen Zähnen, und deine Füsze mit Krallen rüsten?

O nein, sagte das Schaf; ich will nichts mit den reiszenden Thieren gemein haben.

Oder, fuhr Zeus fort, soll ich Gift in deinen Speichel legen?

Ach! versetzte das Schaf; die giftigen Schlangen werden ja so sehr gehasset.

Nun was soll ich denn? Ich will Hörner auf deine Stirne pflanzen, und Stärke deinem Nacken geben.

Auch nicht, gütiger Vater; ich könnte leicht so stöszig werden als der Bock.

Und gleichwohl, sprach Zeus, musst du selbst schaden können, wenn sich andere dir zu schaden hüten sollen.

Müsst ich das! seufzte das Schaf. O so lass mich, gütiger Vater, wie ich bin. Denn das Vermögen schaden zu können erweckt, fürchte ich, die Lust schaden zu wollen; und es ist besser Unrecht leiden als Unrecht thun.

Zeus segnete das fromme Schaf, und es vergasz von Stund an zu klagen.—LESSING.

Translate into German—

Religion, whether natural or revealed, has always the same beneficial influence on the mind. In youth, in health and prosperity, it awakens feelings of gratitude and sublime love, and purifies at the same time that it exalts. But it is in misfortune, in sickness, in age, that its effects are most truly and beneficially felt; when submission in faith and humble trust in the Divine will from duties become pleasures, undecaying sources of consolation. Then, it creates powers which were believed to be extinct, and gives a freshness to the mind, which was supposed to have passed away for ever, but which is now renovated as an immortal hope. Its influence outlives all earthly enjoyments, and becomes stronger as the organs decay (*erschlaffen*) and the frame dissolves.—SIR HUMPHRY DAVY.

QUESTIONS.

a. Give the meaning, gender, and nominative plural of *Braut, Leib, Dorn, Gemach, Stube, Huhn, Strahl, Recht, Narr, Pfad.*

b. Decline: *die hohle Hand.*

c. Conjugate *gehen* in the preterite, perfect, and imperative.

d. Give the preterite and past participle of *gieszen, fressen, halten, falten, schweigen, wägen, hauen, blasen, weben, laden.*

e. Mention the principal works of Klopstock, and give an account of his influence on German Literature.

f. What causes gave rise to the Thirty Years' War?

B. 1.—ENGLISH.

A. Spalding.

1. Mention the chief impulses which contributed to the brilliancy of the Elizabethan period.

2. Write a brief account of the translations of the Bible into English.

3. Compare the styles of Hall and Taylor.

4. What are the two great problems which Bacon aimed at solving in his philosophical works?

5. Mention the chief points in which the Old English Drama differed from that of some other countries, particularly from the French school.

6. Into how many stages does Spalding divide the literary life of Shakespeare? What is the character of the closing stage? What plays did he then produce?

7. Give some account of the minor poets of Elizabeth's reign.

8. What position does Spenser hold amongst English poets?

9. Name the minor poems of Milton. What, according to Macaulay, is the most striking characteristic of his poetry?

10. Who wrote—

(*a.*) The Arcadia; (*b.*) Euphues; (*c.*) Leviathan; (*d.*) Resolves; (*e.*) 'In point of eloquence, perhaps the very noblest monument which our language possesses;' (*f.*) The New Inn; (*g.*) The Fatal Dowry; (*h.*) The Ode considered 'perhaps the finest in the English language.'

11. Analyse; and parse the words in italics:—

(*a.*) 'They unto whom we shall seem tedious *are* in *no* wise injured by us, because it is in their *own* hands to spare *that* labour *which* they are not willing to endure.'

(*b.*) 'But then
The trust committed to me at his death
Was above *all*, and left so strong a tie
On all my powers *as* time shall not dissolve,
Till it dissolve itself and *bury* all:
The *care* of his brave heir and only son.'

(*c.*) 'Had I but died an hour before this chance,
I had lived a blessed time.'

What is the relation between the two clauses in this sentence? In what mood is the verb in each clause? What part of speech is *but?* What is the case of *hour?* What is the case of *time*, and why?

12. Give the derivation of—

(*a.*) Tedious. (*b.*) Injured. (*c.*) Endure.
(*d.*) Trust. (*e.*) Chance. (*f.*) Blessed.

B. Composition.

[*The Exercise need not extend beyond* THREE *pages.*]

1. Write a prose theme on *one* of the following subjects:—
   (*a.*) An account of Spenser's 'Færie Queene.'
   (*b.*) On the Life and Character of Sir Philip Sidney.
   (*c.*) On the British Constitution.
   (*d.*) On Courtesy.
2. Wherein does English differ from Latin prosody?
3. What is *blank verse?* When and by whom was it first used in English?
4. What are the essentials of a perfect *rhyme?*
5. Give an example of an English *hexameter* verse.

B. 2.—HISTORY AND GEOGRAPHY.

(*A.*) Modern Europe.

1. What is known as the massacre of St. Bartholomew?
2. Give some account of the reign of Henri Quatre.
3. What part did Gustavus Adolphus take in the Thirty Years' War?
4. In what circumstances was Silesia annexed to Prussia?
5. What led to Bonaparte's campaign in Egypt; and what were the principal incidents connected with it?
6. Who was Wallenstein, Richelieu, Maria-Theresa, Galileo, Reubens, Kosciusko?
7. Give some description of the eastern boundary of France, proceeding from north to south.

8. Mention the three principal towns of Prussia, Austria, and Italy respectively; where situated; and for what remarkable.

9. Trace the course of the Danube, and mention the chief towns on its banks.

10. What is the nature of the commerce between this country and the Baltic? Mention its principal seats.

(*B.*) Ancient History.

1. The constitution of Athens and Sparta at the time of the Peloponnesian war.

2. The part played by Thebes at various critical periods of Greek history.

3. The leading events in Greek history between the Persian and Peloponnesian wars.

4. Give a short account of the following men:—Histiaeus, Cleisthenes, Cleon, Brasidas, Phocion.

5. Mention the principal Æolian, Ionian, and Dorian colonies in the islands of the Ægean, and on the coasts of Asia Minor.

6. Give a short account of the Decemvirate at Rome.

7. Give the dates of the Samnite wars, the war with Pyrrhus, the first and second Punic wars, the Numantine, and the Social war.

8. Give a sketch of the military career of Hannibal, mentioning his principal successes against Rome.

9. The part played in Roman politics by Sp. Cassius, Licinius Stolo, Tib. Gracchus, and Cicero.

10. Describe the route of the *Via Appia*, mentioning the chief towns by which it passed.

C. 1.—MATHEMATICS.

1. Reduce $\frac{1\frac{1}{2}}{2\frac{1}{3}}$ to a decimal; and 1s. 4¼d. to the decimal of 2s. 3½d.

2. Divide ·00147 by ·000129, to four places of figures, and, assuming the result to be the decimal of a £, express it in money.

3. Find the present worth of £1496 due in three years, allowing compound interest at 4 per cent.

4. A lb. avoirdupois is 7000 grains troy. Reduce an oz. avoirdupois to the decimal of an oz. troy.

5. Extract the square root of ·01234.

6. Parallelograms upon the same base and between the same parallel are equal.

7. If a straight line be divided into two equal and also into two unequal parts; the squares of the two unequal parts are together double of the squares of half the line, and of the line between the points of section.

8. Equal straight lines in a circle are equally distant from the centre, and conversely.

9. To inscribe a circle in a given triangle; and to describe a circle about a given triangle.

10. Enunciate and prove those propositions which connect the square of one side of a triangle with the sum of the squares of the other two, both when the angle contained by those two sides is a right angle and when it is an obtuse angle.

11. Multiply $x^3 - 3x + 2$ by $x^3 - 3x^2 + 2$. Divide the product by $(x-1)^2$, and give the quotient when $x = 1$.

12. Divide $3x^4 + 4x^3y - 34x^2 - 4x^2y^2 + 36xy - 65$ by $x^2 + 2xy - 13$.

13. Extract the square root of $4x^6 + 12x^5 + 5x^4 - 2x^3 + 7x^2 - 2x + 1$.

14. Add together $\dfrac{x}{a^2-1}$ and $\dfrac{x}{\dfrac{1}{a^2}-1}$;

also $\dfrac{2}{a-b} + \dfrac{2}{a+b} - \dfrac{4b}{a^2-b^2}$.

15. Solve the following equations:—

(1.) $\dfrac{x-1}{2} - \dfrac{x-2}{3} + \dfrac{x-3}{4} - \dfrac{x-4}{5} = 12.$

(2.) $\dfrac{4x+3}{9} + \dfrac{29-7x}{12-5x} = \dfrac{8x+19}{18}.$

(3.) $1 + \dfrac{x}{2} - \dfrac{x^2}{2(1+\sqrt{1+x})^2} = 3.$

16. Define a logarithm. Given log. 2 = .30103, find logs. 5 and 8; also find an approximate value of log 3.

17. Explain how the third side of a triangle can be found by logarithms when two sides and the included angle are given.

Given log. AB = 1·145, log. AC = 2·042 and log. sin A = 9·143, find log. sin C.

C. 2.—NATURAL PHILOSOPHY.

1. Give the three states in which matter presents itself to the senses, and mention their distinctive characteristics.

2. State a few of the general properties of bodies, and distinguish among them those which you consider *essential.*

3. Give instances of the extreme *divisibilty* and *compressibility* of some kinds of matter.

4. What is elasticity? and in what state of perfection does it exist in solids and in gases?

5. What is meant by force? and how is it measured in Statics and in Dynamics?

6. State and prove the *parallelogram of forces.*

7. If two forces, represented by 5 and 12, act on a point, and at right angles to each other; find the resultant, and the sines of the angles made by it with each of its components.

8. What are the mechanical powers? and why are they used?

9. Give the three kinds of levers, stating in which of them there *must be* a mechanical advantage, and in which a disadvantage.

Give an example of each kind in common use.

10. If a weight of 10 lbs. at one end of a lever of the second kind, 12 feet long, balance one of 26 lbs., where is the latter placed on the lever?

11. Give one of the modes for finding the true weight of a body by means of a false balance (one whose arms are of unequal length but of equal weight).

12. Define the terms *mass, volume, density,* and *specific gravity.*

Explain how the specific gravity of solid bodies is found.

13. Describe the mode of action of the syphon.

14. Explain the common suction pump.

15. Give the law of reflexion of light, and mention other instances of bodies or physical agents obeying the same law.

16. Name the principal planets of the solar system; first, in the order of their distance from the sun, and secondly, in order of magnitude.

How many of them are attended by satellites or moons?

17. Why does the earth's revolution round the sun produce the change of the seasons?

18. If the earth's axis were permanently fixed at right angles to the plane of the ecliptic, what would be the effect on the seasons; and on the duration of day and night at different parts of the earth's surface?

What would be the effect if the earth's axis were in the plane of the ecliptic; and what, if the earth's rotation on her own axis were to cease?

D. 1.—CHEMISTRY.

1. Give the equation of decomposition when nitric acid is made from nitrate of potassium and sulphuric acid.

2. If a manufacturer offered you a ton of nitrate of potassium and a ton of nitrate of sodium, at the same price, for the manufacture of nitric acid, which would you take? Give your chemical reasons for the selection.

3. What four elements are usually found associated in organic compounds? Give an instance of organic bodies with only two out of the four in association; another instance with three out of the four; a third example with all the four; and specify the organic element which is never absent.

4. State how iron is obtained from its ore, explaining the use of the lime which is employed in the operation.

5. Explain how you would distinguish the following substances:

a. Arsenic and Antimony.
b. Strontia and Barytes.
c. Potash and Soda.

D. 4.—PHYSIOLOGY.

1. What are the uses of the tongue? Name the motor and sensitive nerves distributed to it.

2. State the conditions necessary for good digestion in the stomach.

3. What are the functions of the liver?

4. What are the proofs that muscular contractility is not dependent on nervous influence?

5. What takes place on removing the Cerebellum from a living animal?

6. What are the facts which support the theory that intelligence is more connected with the grey matter of the cerebral convolutions than with the white matter?

JUNIORS WILL ATTEMPT ONLY THE FIRST FOUR QUESTIONS.

E.—DRAWING.

A. Drawing from a Cast.

(*Three hours allowed.*)

Draw the accompanying Head; the drawing to be the same size as the original. Give as much of the light and shade in a finished manner as you can accomplish within the time.

B. Drawing in Perspective.

(*One hour and a half allowed.*)

Draw a common two-storeyed house, showing the front and end; let there be five windows and a door visible, with two steps at the door.

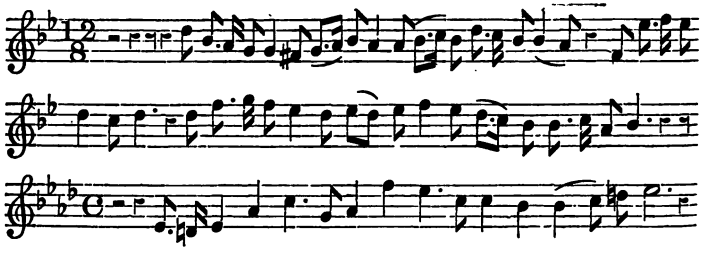
*** *Only one of the Departments,* A *and* B, *is necessary; but both may be attempted.*

F.—MUSIC.

1. Define *Pitch, Interval, Scale, Time, Rhythm, Measure.*

2. 'Major scales with sharps ascend by fifths.' What is the meaning of this, and how does it come to be so?

3. Bar the two following passages, and state what Keys are employed in each :—

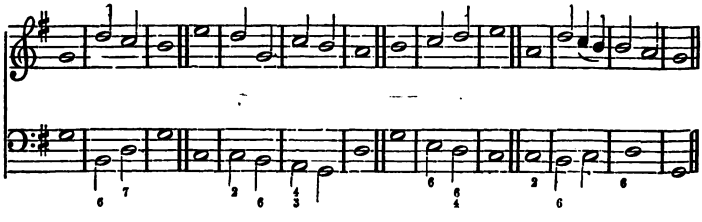


4. Indicate on the Staff, with appropriate Clefs, the average range of the four kinds of voices commonly distinguished.

5. Write down the chord of the dominant seventh in the key of E♭ major, and its inversions; with resolutions of them.

6. Write down the scale of C minor—*first*, as a melody; *second*, as a harmony.

7. Insert two intermediate parts in the following passage :—



University of Edinburgh.

LOCAL EXAMINATIONS.

REGULATIONS FOR THE YEAR 1867.

The Examinations will commence on Tuesday, June 25, 1867, *at Nine o'clock* A.M.

I.—EXAMINATION OF (JUNIOR) CANDIDATES FOR ORDINARY CERTIFICATES.

Candidates for Ordinary Certificates must be above thirteen and under fifteen years of age on the day when the Examination begins.

1. Common Subjects.

All Candidates for Ordinary Certificates must undergo a satisfactory Examination in the following subjects, viz. :—

1. *English.*—Reading aloud, with proper accent and emphasis, some passage from an English author. Writing from Dictation. The Elements of English Grammar and Analysis. English Composition : the structure of sentences.

2. *History and Geography.*—The Outlines of British History since the union of the Crowns of England and Scotland.

The General Geography of Europe. The Candidate will also be required to fill in an outline Map of one of the countries of Europe, marking the mountain chains, the rivers, the coast features, and the chief towns.

3. *Latin.*—Grammar; with a passage from Cæsar *De Bello Gallico*, Book I., for translation into English, and parsing.

***** In the case of Female Candidates, Latin will be optional.**

4. *Elementary Arithmetic.*

5. *Scripture History.*—The Book of Exodus, St. Luke's Gospel, and the Acts of the Apostles.

***** This part of the Examination will not be required in the case of Candidates whose Parents or Guardians decline it *on conscientious grounds.***

2. Special Subjects.

With the foregoing *common* subjects must be conjoined at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the following Depart-

ments (indicated respectively by the letters A, B, C), viz., Languages; English Literature; Mathematics and Natural Philosophy.

A.—Department of Languages.

1. *Latin.*—A passage from Cæsar *De Bello Gallico*, Book II., and Virgil, *Æneid*, Book IV., for translation into English, with grammatical and general questions.

An easy passage of English, with the more uncommon Latin words supplied, for translation into Latin.

2. *Greek.*—A passage from Xenophon, *Anabasis*, Book IV., and from St. Luke's *Gospel*, for translation into English, with grammatical and general questions.

3. *French.*—A passage from Saint Pierre's *Paul et Virginie*, for translation into English, with grammatical and general questions.

An easy English passage for translation into French.

4. *German.*—A passage from Andersen's *Bilderbuch ohne Bilder*, for translation into English, with grammatical and general questions.

An easy English passage for translation into German.

B.—Department of English Literature.

1. *English.*—(*a.*) Passages from Thomson's *Spring*, and from an English book not previously prescribed, for parsing and analysis, with questions on the portions of the Poem prescribed, including Etymology of Words.

(*b.*) Composition; Narration and Description in Prose.

2. *History and Geography.*—England and Scotland, as given in the ordinary School-books

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Arithmetic. Euclid, Books I. II. The Elements of Algebra, as far as Simple Equations.

2. *Natural Philosophy.*—The *Properties of Matter*. The *Parallelogram of Forces* and the *Mechanical Powers*.

A general knowledge of the Earth's dimensions and figure; the cause of the Seasons; the distances, motions, and physical character of the Heavenly Bodies.

Such information may be gained from the following among other works:—*Tracts by the Society for the Diffusion of Useful Knowledge*; Newth's *First Book of Natural Philosophy*; Carpenter's *Mechanical Philosophy*.

Candidates may also offer themselves for Examination in Drawing; but Drawing will not be reckoned as one of the two indispensable *special*

subjects, though the values obtained in this department will be added to the Candidate's aggregate marks.

E.—DEPARTMENT OF DRAWING.

(*a.*) Drawing in Outline from the flat.
(*b.*) Drawing from a Cast, with light and shade.

Candidates may undertake either or both of these sections.

Candidates who satisfy the conditions of the preceding Programme will receive an ORDINARY CERTIFICATE, signed by the Vice-Chancellor of the University. The Certificate will specify the subjects in which the Candidate has satisfied the Examiners.

II. EXAMINATION OF (SENIOR) CANDIDATES FOR HONORARY CERTIFICATES.

Candidates for HONORARY CERTIFICATES must be above fourteen, and under eighteen years of age, on the day when the Examination begins.

1. Common Subjects.

The *common* subjects already specified as necessary in the case of all Candidates for the ORDINARY CERTIFICATE shall be required from every applicant for the HONORARY CERTIFICATE, unless he is the holder of an *Ordinary Certificate*, when further examination in these subjects will be dispensed with.

2. Special Subjects.

With the foregoing *common* subjects (or with the Certificate) must be conjoined a satisfactory examination in at least *two*, and not more than *four special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the Departments indicated by the letters A, B, C, D.

A.—DEPARTMENT OF LANGUAGES AND LITERATURE.

1. *Latin.*—Passages from Horace, *Odes*, Books II. and IV.; and Livy, Book XXII., for translation into English; with grammatical and general questions. Candidates must also translate from English into Latin. A passage from some Latin book not previously prescribed will be given for translation into English.

2. *Greek.*—Passages from Homer, *Iliad*, Book VI., and Xenophon, *Anabasis*, Books V. and VI., for translation into English; with grammatical and general questions. An easy passage from some other Greek author, to be translated into English. A piece of simple English prose, with the more uncommon words supplied, will be given for translation into Greek.

3. *French.*—A satisfactory power of translation and retranslation.
4. *German.*—A satisfactory power of translation and retranslation.

B.—Department of English and Philosophy.

1. *English.*—(*a.*) *History of English Literature:* the Period, 1789-1850; passages from an English author of the period for Analysis, with Grammatical and Philological Questions.

(*b.*) Composition; Prose Themes, and the Principles of Versification.

2. *History and Geography.*—Modern Europe; or Ancient Greece and Rome.

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Higher Arithmetic. Euclid, Books I.-IV. Algebra to Quadratics. Logarithms, and their application to Trigonometry.

2. *Natural Philosophy* —Elements of *Mechanics*, and of *Experimental Physics.* (Goodwin's *Mechanics*, and Ganot's *Experimental Physics* may be consulted.)

D.—Department of Chemistry and Natural History.

1. *Chemistry.*—The general principles of Chemistry, including a good practical understanding of Equivalents. The Chemistry of the more common metals. The Chemistry of the substances used as food. The testing of the common bases and acids will be required. (Fownes' *Chemistry*, and Johnston's *Chemistry of Common Life*, may be consulted.)

2. *Natural History.*—The structural and physiological characters of the sub-kingdoms and classes of Animals.

The order of succession of the British Sedimentary Rocks, and the general characters and geological distribution of Organic Remains. (Dallas's *Manual of Zoology*, and Page's *Text-book of Geology*, may be consulted.)

3. *Botany.*—Botanical Organography. Functions of Leaves and Flowers. Process of Fertilization in Flowering and in Flowerless Plants. Demonstration of orders, Ranunculaceæ, Cruciferæ, Caryophyllaceæ, Leguminosæ, Rosaceæ, Umbelliferæ, Compositæ, Labiatæ, Liliaceæ, and Grasses, in conspicuous specimens. General Distribution of Plants in Britain. (Balfour's *Outlines of Botany* may be consulted.)

4. *Physiology*—General questions on the processes of Nutrition, Secretion, Circulation, and the Nervous system, in themselves, and in their application to Health.

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the *two* indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—Department of Drawing.

(*a.*) Drawing from a Cast or Model, with light and shade.
(*b.*) Drawing in Perspective.

Candidates may undertake either or both of these Sections.

F.—Department of Music.

The Grammar of Music and the Principles of Musical Composition.

Candidates who satisfy the conditions of this Programme will receive an Honorary Certificate, signed by the Vice-Chancellor of the University, and specifying the subjects in which the Candidate has passed.

The successful Candidates, under the preceding Programmes of Examination, will be ranked in Two Classes.

Candidates will be examined in Edinburgh, and in such other places as the Board may appoint.

Local Committees wishing to have Examinations held in their several districts, may obtain all necessary information by applying to the *General Secretary to the Board, at the University.*

Printed forms, in which Candidates are to make application, will be prepared by the 1st April 1867, and must be returned duly filled up to the several Local Secretaries, or to the General Secretary in Edinburgh, before the 1st May following.

Fees.—Every Candidate for an Ordinary Certificate is required to pay a fee of 20s.; every Candidate for an Honorary Certificate, a fee of 30s.,—excepting in the case of those who have previously obtained an Ordinary Certificate, when an additional payment of 20s. will be required. These fees must be paid on or before the 1st June 1867. No fee can be returned under any circumstances.

By order of the Board,

W. Scott Dalgleish, M.A.,
Secretary

19*th April* 1866.

EXAMINERS.

A.—Department of Languages.

(1.) *Classics.*

PROFESSOR BLACKIE.
PROFESSOR SELLAR.
WILLIAM MACDONALD, Assistant-Professor.
DAVID FOGO, M.A., Assistant-Professor.

(2.) *Modern Languages.*

PROFESSOR AUFRECHT.
DR. CLYDE.

B.—Department of English.

PROFESSOR FRASER.
PROFESSOR MASSON.
ALEX. NICOLSON, M.A.
REV. JAMES CURRIE, M.A.
J. M. ROBERTSON, M.A.

C.—Department of Mathematics and Natural Philosophy.

PROFESSOR KELLAND, or PROFESSOR TAIT.
J. U. HILLHOUSE, M.A., Assistant-Professor.

D.—Department of Chemistry and Natural History.

PROFESSOR LYON PLAYFAIR.
PROFESSOR ALLMAN, or PROFESSOR BALFOUR.
DR. A. CRUM BROWN.

E.—Drawing.

JAMES DRUMMOND, R.S.A.
ROBERT HERDMAN, R.S.A.

F.—Music.

PROFESSOR CRAWFORD, or PROFESSOR CHRISTISON.
REV. JAMES CURRIE, M.A.

LOCAL SECRETARIES.

Greenock,.....GEORGE WILLIAMSON, Esq., Writer.
Stirling, ...D. H. PATON, Esq., High School.
Inverness,.....GEORGE ROBERTSON, Esq., Royal Academy.
Newton-Stewart .....JOHN ST. CLAIR, Esq., Ewart Institute.

inburgh University Local Examinations.

CLASS LISTS

FOR THE YEAR

1866.

No.	Centre.	Name.	School.	No. in School.
13	Newton-Stewart,	**M'Fadyean, G.,**	Ewart Institute, Newton-Stewart,	156
8	Inverness,	**Mackenzie, D.,**	Lochcarron Parish School,	120
10	Inverness,	**M'Leod, A.,** *A1,*	Rose's Academical Institution, Nairn,	85
10	Newton-Stewart,	**M'Morran, A.,**	Ewart Institute, Newton-Stewart,	156
11	Inverness,	**M'Rae, J.,**	Lochcarron Parish School,	120
11	Newton-Stewart,	**Matthews, J. C.,**	Ewart Institute, Newton-Stewart,	156
8	Newton-Stewart,	**St. Clair, H. J.,**	Ewart Institute, Newton-Stewart,	156
17	Edinburgh,	**Smith, R.,**	Edinburgh Institution,	...
18	Edinburgh,	**Smith, W. S.,**	George Watson's Hospital, Edinburgh,	110
23	Edinburgh,	**Steven, S.,**	Gilbertfield House, Hamilton,	41
9	Newton-Stewart,	**Stewart, P. M'G.,**	Ewart Institute, Newton-Stewart,	156

FIRST CLASS.—IN ORDER OF MERIT.

1	Edinburgh,	**Adamson, R.**, *A1, A3, B1, C1,*	Stewart's Hospital, Edinburgh,	68
1	Inverness,	**Anderson, P. J.**, *A1, C1,*	Royal Academy, Inverness,	234
13	Edinburgh,	**Jack, A. W.**, *B1, C1,*	George Watson's Hospital, Edinburgh,	110
21	Edinburgh,	**Cunningham, E.**, *C1,*	Edinburgh Institution,	...
15	Edinburgh,	**M'Dowall, J. G.**, *C1,*	George Watson's Hospital, Edinburgh,	110
19	Edinburgh,	**Spittal, D.**, *A1, C1,*	George Heriot's Hospital, Edinburgh,	180
22	Edinburgh,	**Kidston, W. H.**, *E,*	Gilbertfield House, Hamilton,	41
9	Edinburgh,	**Donald, J.**, *C1,*	John Watson's Institution, Edinburgh,	52
12	Newton-Stewart,	**Matthews, R. P.**, *C1,*	Ewart Institute, Newton-Stewart,	156
7	Inverness,	**M'Ewen, T. S.**, *E,*	Royal Academy, Inverness,	234

SECOND CLASS.—IN ALPHABETICAL ORDER.

2	Edinburgh,	**Aikman, M.**, *C1,*	George Watson's Hospital, Edinburgh,	110
1	Newton-Stewart,	**Bowhill, J. H.**,	Ewart Institute, Newton-Stewart,	156
3	Edinburgh,	**Burgess, S. H.**,	John Watson's Institution, Edinburgh,	52
2	Newton-Stewart,	**Callie, A.**,	Ewart Institute, Newton-Stewart,	156
3	Newton-Stewart,	**Chalmers, A. M.**,	Ewart Institute, Newton-Stewart,	156
5	Edinburgh,	**Cowie, A. F.**,	George Watson's Hospital, Edinburgh,	110
6	Edinburgh,	**Craig, A.**,	Edinburgh Institution,	..
7	Edinburgh,	**Darling, G. C.**,	George Watson's Hospital, Edinburgh,	110
8	Edinburgh,	**Deuchar, J. J. W.**,	Edinburgh Institution,	...
2	Inverness,	**Donaldson, J.**, *A1,*	Rose's Academical Institution, Nairn,	85
3	Inverness,	**Fraser, J.**,	Rose's Academical Institution, Nairn,	85
11	Edinburgh,	**Gloag, R. F.**,	John Watson's Institution, Edinburgh,	52
4	Inverness,	**Gordon, W. A. B.**,	Rose's Academical Institution, Nairn,	85
12	Edinburgh,	**Hume, T.**,	Dunbar Free Church School,	76
14	Edinburgh,	**Laurie, A. J. D.**,	George Watson's Hospital, Edinburgh,	110

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1866.

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1866.

NOTICE.

The following Tables are intended to show the degree of success attained by each Candidate in the late Examination.

A separate column is assigned for each Special Subject, and for the Common Subjects, which are reckoned as one subject in the summation of marks. The notes show in which of the Common Subjects any Candidate has failed.

The letter *P* in any column denotes that in the subject to which it refers the Candidate has *passed.* The letter *F* denotes that in the subject under which it stands he has *failed.* The letter *C* in the column marked "Common Subjects," in the Senior List, indicates that the Candidate obtained an Ordinary Certificate last year, and therefore was not required again to undergo this part of the Examination. The figure 1 in any column denotes that, in the Special Subject referred to, the Candidate is placed in the *First Class.* The figures 1 and 2 in the last column denote the *Class* in which the Candidate's aggregate marks entitle him to be placed; the figure 0 denotes that he has not been deemed worthy of a Certificate.

The mark † prefixed to the number of any Candidate denotes that he was withdrawn before the Examination commenced, or was prevented from going through it by illness or some other cause.

SENIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 4. Physiology.	E. Drawing.	F. Music.	Class.
						EDINBURGH.							
1	P.	1.	...	...	P.	...	P.	...	...	...	...	...	2.
						INVERNESS.							
1	C.	P.	...	F.	...	...	P.	...	...	...	...	...	2.
2	C.	P.	F.	F.	...	...	P.	...	...	...	...	...	2.
3	C.	1.	...	F.	P.	...	...	...	...	...	...	...	1.
4	C.	1.	1.	...	...	...	1.	...	...	...	F.	...	1.
5	P.	...	...	...	...	...	P.	...	F.	P.	...	...	2.
6	P.	...	...	...	...	...	P.	...	P.	F.	...	...	2.
7	C.	P.	...	...	...	...	1.	...	...	...	...	...	1.
8	P.	...	...	...	...	...	F.	...	F.	P.	...	...	0.
9	C.	P.	1.	...	...	...	P.	...	...	...	F.	...	1.
10	C.	P.	...	F.	...	...	P.	P.	...	...	...	...	2.
11	C.	P.	...	F.	P.	...	...	...	...	...	...	...	2.
						NEWTON-STEWART.							
19	P.	P.	...	...	F.	F.	F.	...	...	...	...	...	0.
20	P.	P.	...	...	F.	F.	P.	...	...	...	...	...	2.
21	P.	P.	...	...	F.	F.	...	...	...	1.	1.	P.	1.
22	P.	F.	...	...	F.	1.	F.	...	...	F.	...	...	0.
23	P.	P.	...	F.	P.	P.	...	...	...	...	...	...	2.

JUNIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 1. Chemistry.	D. 4. Physiology.	E. Drawing.	Class.
					EDINBURGH.					
1	P.	1.	1.	1.	...	1.	...	...	...	1.
2	P.	P.	...	P.	...	1.	...	...	...	2.
3	P.	P.	P.	P.	...	P.	...	...	...	2.
†4	...	...	...	...	...	...	..	...	...	...
5	P.	P.	...	P.	...	P.	...	...	...	2.
6	P.	...	P.	P.	...	...	...	...	...	2.
7	P.	P.	P.	P.	...	P.	...	...	...	2.
8	P.	...	P.	P.	...	...	...	...	...	2.
9	P.	P.	P.	P.	...	1.	...	...	...	1.
10	P.	...	...	F.	...	P.	...	...	...	0.
11	P.	P.	F.	F.	...	P.	...	...	...	2.
12	P.	F.	F.	...	P.	P.	...	...	...	2.
13	P.	P.	...	1.	...	1.	...	...	...	1.
14	P.	...	...	P.	...	P.	...	...	...	2.
15	P.	P.	...	P.	...	1.	...	...	...	1.
16	P.	F.	...	...	...	P.	...	...	...	0.
17	P.	...	P.	P.	...	...	...	...	...	2.
18	P.	P.	...	P.	...	P.	...	...	...	2.
19	P.	1.	...	P.	...	1.	...	...	...	1.
†20	...	...	...	...	...	...	...	...	...	...
21	P.	...	P.	P.	...	1.	...	...	...	1.
22	P.	P.	P.	...	P.	P.	...	...	1.	1.
23	P.	P.	P.	P.	P.	...	...	...	...	2.

Junior Male Candidates—continued.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 1. Chemistry.	D. 4 Physiology.	E. Drawing.	Class.
					INVERNESS.					
1	P.	1.	...	...	...	1.	...	...	...	1.
2	P.	1.	P.	P.	...	...	...	...	...	2.
3	P.	P.	P.	F.	...	...	...	...	...	2.
4	P.	P.	P.	P.	...	...	...	...	...	2.
5	F.	F.	...	...	...	P.	...	...	P.	0.
6	F.	F.	...	...	...	P.	...	...	P.	0.
7	P.	P.	...	...	...	P.	...	...	1.	1.
8	P.	...	...	...	P.	...	P.	F.	...	2.
9	F.	F.	...	...	...	F.	...	...	1.	0.
10	P.	1.	F.	P.	...	...	...	...	...	2.
11	P.	...	...	...	F.	P.	P.	F.	...	2.
12	F.	P.	...	...	...	F.	...	...	P.	0.
13	P.	F.	...	...	...	F.	...	...	P.	0.
					NEWTON-STEWART.					
1	P.	...	...	P.	F.	F.	...	P.	...	2.
2	P.	...	...	P.	P.	P.	...	F.	...	2.
3	P.	...	...	P.	P.	...	...	F.	...	2.
†4	...	...	...	...	...	...	...	...	...	...
†5	...	...	...	...	...	...	...	...	...	...
†6	...	...	...	...	...	...	...	...	...	...
†7	...	...	...	...	...	...	...	...	...	...
8	P.	...	...	P.	P.	...	...	P.	P.	2.
9	P.	F.	...	P.	F.	P.	...	...	...	2.
10	P.	P.	...	P.	P.	P.	...	...	...	2.
11	P.	F.	...	P.	P.	F.	...	...	...	2.
12	P.	P.	...	P.	P.	1.	...	...	...	1.
13	P.	...	...	P.	F.	P.	...	P.	...	2.

SENIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	E. Drawing.	F. Music.	Class.
				EDINBURGH.				
2	P.	F.	...	P.	P.	F.	F.	2.
3	P.	F.	...	P.	P.	F.	F.	2.
4	P.	P.	...	1.	P.	P.	P.	1.
5	P.	F.	...	P.	1.	P.	F.	1.
				INVERNESS.				
12	P.	P.	P.	P.	...	..	...	2.
†13	...	...	...	...	...	...	...	...
14	C.	P.	...	...	P.	...	P.	2.
†15	...	...	...	...	...	...	...	...
†16	...	...	...	...	...	...	...	...
17	C.	F.	P.	P.	...	...	...	2.
†18	...	...	...	...	...	...	...	...

JUNIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 4. Physiology.	Class.
				EDINBURGH.			
1	P.	P.	1.	...	1.	...	1.
				NEWTON-STEWART.			
14	F.	...	F.	F.	F.	F.	0.
15	P.	...	F.	P.	P.	F.	2.
16	P.	F.	F.	F.	F.	...	0.
17	F.	F.	F.	F.	...	F.	0.
†18	...	...	...	...	...	...	...

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NOTICE.

The following Examination Papers are those set at the Examinations held simultaneously at Edinburgh, Inverness, and Newton-Stewart, on the 25th, 26th, and 27th of June.

The total number of Candidates who sent in their names was 97—*viz.*, 26 *Seniors and* 71 *Juniors. The number actually examined was* 89—*viz.*, 24 *Seniors* (15 *Boys and* 9 *Girls*), *and* 65 *Juniors* (51 *Boys and* 14 *Girls*).

The names of those who have passed are given in the Class Lists at the end. The Supplementary Tables show the particular subjects in which each Candidate has passed or failed.

The Regulations for 1868, *and the list of Examiners, follow the Papers.*

WILLIAM MACDONALD,
General Secretary.

THE UNIVERSITY OF EDINBURGH,
Sept. 1867.

TIME TABLE.

TUESDAY, JUNE 25.	WEDNESDAY, JUNE 26.	THURSDAY, JUNE 27.
9-10. *Preliminary Arithmetic.* 10-12. *Preliminary History and Geography.*	9-10. *Preliminary Latin.* 10-12. *Preliminary English.*	9-12. C. 1.—Mathematics. 9-11. F.—Music.
12-2.	12-2.	12-2.
2-5. A. 1.—Latin. 2-4. A. 4.—German. D. 4.—Physiology.	2-5. B. 1.—English. A. 2.—Greek. 2-4. C. 2.—Natural Philosophy.	2-5. B. 2.—History and Geography.
5-6.	5-6.	
6-8. *Preliminary Scripture History.*	6-8. A. 3.—French. D. 1.—Chemistry.	

The times appointed for Reading aloud and for Drawing are subject to the discretion of the Examiner at each Centre.

DIRECTIONS TO CANDIDATES.

I. *Be at your seat in the Examination Room five minutes before the time fixed for the commencement of each Examination.*

II. When the questions are given you, read them over carefully; *mark those which you think that you can answer best; and do them first.* If, after that, you still have time to spare, try some of the others.

III. Before you begin to write your answers, insert in the blank spaces at the top of your paper—

1. The *Number* by which you are known in the Examination.
2. The *Subject* in which the questions are set which you are about to answer.

IV. In writing your answers—

1. Write only on the *ruled* side of the paper.
2. Put in the margin *the number of the question* before each answer.
3. Leave a blank space *after* each answer.
4. *Number your pages* as you go on.

V. If you want anything in the course of the Examination, do not leave your seat; but *call out your number, and hold up your hand*, and some one will attend to you.

VI. As soon as notice is given (which will be five minutes before the end of the time), finish your Papers, see that they are numbered rightly and arranged in their proper order, and take them UNFOLDED to the Examiner.

CAUTIONS.

Any Candidate detected in helping another, or asking another to help him in his paper, or bringing with him a book or written paper to assist him, will be turned out of the Examination Room.

No Communication whatever between Candidates under examination will be allowed.

WILLIAM MACDONALD,
General Secretary.

UNIVERSITY OF EDINBURGH,
June 1, 1867.

EXAMINATION PAPERS.

1867.

COMMON SUBJECTS.

I.—ENGLISH.

(1.) Passages for Reading Aloud.

I. Torbay.—'Since William looked on that harbour its aspect has greatly changed. The amphitheatre which surrounds the spacious basin now exhibits everywhere the signs of prosperity and civilisation. At the north-eastern extremity has sprung up a great watering-place, to which strangers are attracted from the most remote parts of our island by the Italian softness of the air: for in that climate the myrtle flourishes unsheltered; and even the winter is milder than the Northumbrian April. The inhabitants are about ten thousand in number. The newly-built churches and chapels, the baths and libraries, the hotels and public gardens, the infirmary and the museum, the white streets, rising terrace above terrace, the gay villas peeping from the midst of shrubberies and flower beds, present a spectacle widely different from any that in the seventeenth century England could show. At the opposite end of the bay lies, sheltered by Berry Head, the stirring market town of Brixham, the wealthiest seat of our fishing trade. A pier and a haven were formed there at the beginning of the present century, but have been found insufficient for the increasing traffic. The population is about six thousand souls. The shipping amounts to more than two hundred sail. The tonnage exceeds many times the tonnage of the port of Liverpool under the kings of the House of Stuart. But Torbay, when the Dutch fleet cast anchor there, was known only as a haven where ships sometimes took refuge from the

tempests of the Atlantic. Its quiet shores were undisturbed by the bustle either of commerce or of pleasure; and the huts of ploughmen and fishermen were thinly scattered over what is now the site of crowded marts and of luxurious pavilions.'—MACAULAY.

II. CATO'S SOLILOQUY.

'It must be so—Plato, thou reasonest well;
Else whence this pleasing hope, this fond desire,
This longing after immortality?
Or whence this secret dread, and inward horror,
Of falling into nought? Why shrinks the soul
Back on herself, and startles at destruction?
'Tis the divinity that stirs within us;
'Tis heaven itself, that points out an hereafter,
And intimates eternity to man!
Eternity! thou pleasing, dreadful thought!
Through what variety of untried being,
Through what new scenes and changes must we pass;
The wide, th' unbounded prospect, lies before me;
But shadows, clouds, and darkness, rest upon it.
Here will I hold. If there's a power above us
(And that there is all nature cries aloud
Through all her works), he must delight in virtue;
And that which he delights in must be happy.
But when! or where!—This world was made for Cæsar.
I'm weary of conjectures—This must end them.'—ADDISON.

(2.) PASSAGE FOR DICTATION.

[The Examiner is requested,—

First, To read the following passage to the Candidates, in order that they may catch its general import.

Secondly, To dictate it slowly, telling them where the full stops (but no other points) occur.

Thirdly, To read it again, that they may correct and punctuate.]

'Under what shining colours does Demosthenes represent Philip, where the orator apologizes for his own administration, and justifies

that pertinacious love of liberty with which he had inspired the Athenians! "I beheld Philip," says he, "he with whom was your contest, resolutely, while in pursuit of empire and dominion, exposing himself to every wound; his eye gored, his neck wrested, his arm, his thigh pierced; whatever part of his body fortune should seize on, that cheerfully relinquishing, provided that, with what remained, he might live in honour and renown."'—HUME.

I.—ENGLISH GRAMMAR, ANALYSIS, AND COMPOSITION.

1. Define the Noun. Distinguish the different kinds of Nouns, with examples.

2. Compare the Adjectives—

(*a.*) strange.	(*d.*) thin.	(*g.*) precious.
(*b.*) late.	(*e.*) old.	(*h.*) much.
(*c.*) manly.	(*f.*) gay.	(*i.*) glad.

3. Write sentences to show that 'than' may be followed by any Case.

4. Distinguish between the Active and the Passive Voice. What verbs only can have a passive voice?

5. Parse fully each word in this sentence:—

I seek divine simplicity in him
Who handles things divine.

6. What are the two essential *terms* of the sentence? How may they be sub-divided?

7. Analyse these sentences into *terms*:—

(*a.*) Sixty boats conveyed the troops to the coast.

(*b.*) An eye accustomed to the pomp of war would have found much to criticise in the spectacle.

8. Analyse these sentences into *clauses*; and mention of what kind each clause is:—

(*a.*) He answered with great fervour that he should never forget the signal manner in which Providence had favoured their undertaking.

(*b.*) 'Tis the mind makes the body rich;
And as the sun breaks through the darkest clouds,
So honour peereth in the meanest habit.

9. Transpose, in two ways, the words and phrases in this sentence:—

To this one object of securing the liberties of Europe, and chiefly of his own country, the whole of his heroic life was directed with undeviating undisheartened firmness.

10. Transpose into prose order, changing the words *in italics*:—

That you do love me, I am *nothing jealous;*
What you would work me to, I have some *aim;*
How I have thought of this, and of these times,
I shall *recount* hereafter: for this present
I would not,—*so* with love I might entreat you,—
Be any further *moved.*

11. Combine these elements into one *Complex Sentence*:—

(*a.*) We may believe. (*Principal clause.*)

(*b.*) That Samuel ventured on the solemn step of anointing David king. (*Sub. to a.*)

(*c.*) After David had been driven away from Saul. (*Sub. to b.*)

(*d.*) And after David's life had been attempted several times. (*Sub. to b.*)

(*e.*) If we are to arrange events according to their probable connexion. (*Sub. to a.*)

II.—HISTORY AND GEOGRAPHY.

(*a.*) History.

1. State, in their order, the British Sovereigns since Queen Anne, with dates of their accession.

2. What was the claim of George I. to the Crown?

3. Who was the Pretender? Give a short account of his rebellion.

4. When, by whom, and with what results were the following battles fought:—Blenheim, Culloden, Assaye, Talavera, Waterloo?

5. Write a short account of the naval victories of Nelson.

6. State what you know about Addison, Walpole, Pitt, Clive, Watt.

7. What notable political events occurred in 1707, 1745, 1808, 1832, 1854?

(*b.*) Geography.

1. Enumerate the leading political divisions of Europe, with their relative positions and capitals.

2. What are the natural divisions of Europe, according to watersheds and mountain ranges?

3. Describe the course of the Rhine, the Elbe, the Danube, the Rhone.

4. Where are Odessa, Pesth, Genoa, Belgrade, Rotterdam, Turin?

5. State the different seas into which the rivers of Europe flow.

6. What is the population of Europe and its products south of lat. 45°?

7. Fill in an outline map of Italy.

III.—LATIN.

1. Decline *filius, nubes, domus, recens vulnus, liber meus, felix vir.*

2. Compare *altus, miser, humilis, maturus, malus, vetus.*

3. Decline *ego, tu, sui.*

4. Write down the first person singular of the imperfect indicative, future indicative, and present subjunctive, and also the present participle, of *seco, praebeo, facio, venio.*

5. Conjugate *ago, caedo, credo, gero, orior, divido.*

6. (*a.*) Which is the absolute case in Latin?
   (*b.*) What case does the comparative degree govern?
   (*c.*) What kinds of verbs govern two accusatives?
   (*d.*) Write down the prepositions, which are followed by the ablative case.

7. Translate:—

Dum haec in colloquio geruntur, Caesari nunciatum est, equites Ariovisti propius tumulum accedere, et ad nostros adequitare;

lapides telaque in nostros conjicere. Caesar *loquendi* finem fecit; seque ad suos recepit; suisque imperavit, ne quod omnino telum in hostes rejicerent; nam, etsi sine ullo periculo legionis delectae cum equitatu proelium fore videbat, tamen *committendum* non putabat, ut, *pulsis* hostibus, *dici* posset, eos ab se per fidem in colloquio circumventos. Posteaquam in vulgus militum elatum est, qua arrogantia in colloquio Ariovistus usus, omni Gallia Romanis *interdixisset*, impetumque in nostros ejus equites fecissent, eaque res colloquium ut *diremisset;* multo major alacritas, studiumque pugnandi *majus* exercitu injectum est.

Parse fully the words *in italics.*

IV.—ELEMENTARY ARITHMETIC.

1. Multiply 147 tons 17 cwts. 2 qrs. 13 lbs. 11 oz. by 147.

2. Divide £1709, 11s. 6½d., by 121.

3. Add together £175, 17s. 6d., 500 guineas, 87 half-crowns, and 1143 fourpenny pieces.

4. Find the cost of 19 cwts. 3 qrs. 24 lbs., at £27, 16s. 9d. per cwt.

5. Reduce 10845 grains to lbs. troy, and also to lbs. avoirdupois.

6. The price of a loaf of bread is 8d. per loaf, and the price of beef is 9½d. per lb. How many loaves of bread should be given in exchange for a cwt. of beef?

V.—SCRIPTURE HISTORY.

I.—Exodus.

1. Name the parents of Moses, his wife, his children, and his father-in-law.

2. What remarkable events befell Moses in his infancy?

3. What led him to quit the court of Pharaoh; and whither did he flee?

4. Where and how did God first appear to Moses? And what divine commission was then given to him?

5. How many plagues were inflicted on the Egyptians? Mention the last of them, and describe the ordinance which was instituted in connexion with it.

6. Into what compartments was the Tabernacle divided; and what holy things were placed in each compartment?

7. What incidents are recorded in the Book of Exodus in connexion with the following places:—Pi-hahiroth, Marah, Rephidim?

II.—Gospel of Luke and Acts of the Apostles.

1. What incidents in the early history of our Lord are recorded by Luke alone, and not by the other Evangelists?

2. Mention some of our Lord's miracles which are recorded by Luke alone.

3. Relate the parable of the Prodigal Son, and state the chief lessons it inculcates.

4. What incidents in our Lord's history are related by Luke as having occurred at Jericho?

5. Give an account of the origin of the office of Deacon.

6. Give an account of the first preaching of the Gospel in Samaria.

7. What happened to Paul and Barnabas at Lystra?

8. What are we told in the Acts of the Apostles respecting the following persons:—Elymas, Lydia, Gallio, Demetrius, Tertullus?

SPECIAL SUBJECTS.

JUNIOR.

A. 1.—LATIN.

I. Translate :—

Migrantes cernas, totaque ex urbe ruentes.
Ac veluti ingentem formicæ farris acervum
Cum populant, hiemis memores, tectoque reponunt ;
It nigrum campis agmen, prædamque per herbas
Convectant calle angusto : pars grandia trudunt
Obnixæ frumenta humeris : pars agmina cogunt,
Castigantque moras : opere omnis semita fervet.
Quis tibi tunc, Dido, cernenti talia sensus ?
Quosve dabas gemitus ? cum littora fervere late
Prospiceres arce ex summa, totumque videres
Misceri ante oculos tantis clamoribus æquor.
Improbe amor, quid non mortalia pectora cogis !
Ire iterum in lacrymas, iterum tentare precando
Cogitur, et supplex animos submittere amori ;
Ne quid inexpertum, frustra moritura, reliquat.

II. (1.) Parse and conjugate *cernas, ruentis, obnixæ, cogunt, fervere, misceri, moritura.*

(2.) Give the etymological connexion and literal meaning of *convecto, callis, angustus, frumentum, castigo, arx, æquor, improbus, frustra.*

III. Write a short life of Virgil, giving the dates of his birth and death, and of the composition of his various works.

IV. Translate :—

Instructo exercitu magis, ut loci natura, dejectusque collis, et necessitas temporis, quam, ut rei militaris ratio atque ordo postulabat, quum diversis locis legiones, aliae alia in parte, hostibus resisterent, sepibusque densissimis, ut ante demonstravimus, inter-

jectis prospectus impediretur; neque certa subsidia collocari, neque, quid in quaque parte opus esset, provideri, neque ab uno omnia imperia administrari poterant. Itaque, in tanta rerum iniquitate, fortunae quoque eventus varii sequebantur.

(1.) What is the construction of '*Instructo exercitu?*'

(2.) 'Quid in quaque parte *opus esset*'—Parse the word *opus*. Why is *esset* in the subjunctive?

(3.) When are *ut*, *quum*, *si* used with the indicative, and when with the subjunctive moods?

V. Translate into Latin :—

When he had *marched* (*iter facere*) for the space of three days through their territories, he discovered from the captives that the river Sabis was distant from his camp not more than ten miles; that all the Nervii had *taken up their position* (*consedisse*) on the other side of that river, and were there expecting the arrival of the Romans, along with the Atrebates and Veromandui, their neighbours, for they had persuaded both of them to try the same fortune of war.

A. 3.—FRENCH.

1. Translate into English :—

En disant ces mots, il posa sur la table un gros sac de piastres que portait un de ses noirs. 'Voilà,' ajouta-t-il, 'ce qui est destiné aux préparatifs du voyage de mademoiselle votre fille, de la part de votre tante.' Ensuite il finit par reprocher avec bonté à madame de la Tour de ne s'être pas adressée à lui dans ses besoins, en la louant cependant de son noble courage. Paul aussitôt prit la parole, et dit au gouverneur: 'Monsieur, ma mère s'est adressée à vous, et vous l'avez mal reçue.' 'Avez-vous un autre enfant, madame?' dit M. de la Bourdonnais à madame de la Tour. 'Non, monsieur,' reprit-elle, 'celui-ci est le fils de mon amie; mais lui et Virginie nous sont communs et également chers.' 'Jeune homme,' dit le gouverneur à Paul, 'quand vous aurez acquis l'expérience du monde, vous connaîtrez le malheur des gens en place; vous saurez combien il est facile de les prévenir, combien aisément ils donnent au vice intrigant ce qui appartient au mérite qui se cache.'

2. Analyse the following compound words:—*Monsieur, mademoiselle, celui-ci, cependant, aussitôt, voilà.*

3. Write out the masculine and feminine in both numbers of the pronouns *son, votre, leur,* and of the adjectives *gros, noble, cher, commun, aisé, intrigant, noir.*

4. Form adverbs from the adjectives *noble, cher, commun, aisé.*

5. Select all the verbs in passage No. 1. which are in the past-definite (*passé défini*) tense, and conjugate them, *i.e.*, give the present infinitive, the present participle, and the past participle of each.

6. In the following words, '*Ma mère s'est adressée à vous et vous l'avez mal reçue*'—(*a.*) Name in succession the marks which are not letters. (*b.*) State why *adressée* and *reçue* are feminine. (*c.*) Compare *mal.* (*d.*) Write out the tense of the reflected verb.

7. Write out the imperatives of *avoir, être,* and *aller.*

8. Translate into French:—

Do you know your lesson?—The master will tell me that to-morrow; all I know is that I have learned it.—Let us go and play then.—Where shall we play, here or in the garden? In the garden, for the weather is fine this evening. Mamma, you will come with us, won't you?—No, children, I am tired. You can amuse yourselves without me; don't lose any time; put on your bonnets; go.

B. 1.—ENGLISH.

A. THOMSON'S *Spring.*

1. Transpose into prose order; and punctuate:—

(*a.*) This when emergent from the gloomy wood
The glaring lion saw his horrid heart
Was meekened and he joined his sullen joy.

(*b.*) If yet too young and easily deceived
A worthless prey scarce bends your pliant rod
Him piteous of his youth and the short space
He has enjoyed the vital light of heaven
Soft disengage and back into the stream
The speckled infant throw.

2. Analyse; and parse the words *in italics*:—

He through the forest, *rank*
With *what* the *dull incurious* weeds *account*,
Bursts his blind way.

3. Paraphrase, or express the meaning in your own words:—

Base envy withers at another's joy,
And hates that excellence it cannot reach.

4. Explain these expressions:—

(*a.*) The shining share.
(*b.*) The rural Maro.
(*c.*) The nursing mould.
(*d.*) The gladdened race of uncorrupted man.
(*e.*) The Samian Sage.
(*f.*) The delusive fly.
(*g.*) The sounding culver.
(*h.*) The Mantuan swain.
(*i.*) The busy nations.

5. Give the meaning of the following words, as used by Thomson, and where you can, the derivation:—

(*a.*) Noisome.
(*b.*) Prelusive.
(*c.*) Benevolence.
(*d.*) Consonance.
(*e.*) Convulsive.
(*f.*) Petrifies.
(*g.*) Ensanguined.
(*h.*) Eyry.
(*i.*) Rill.

6. Analyse; and parse the words *in italics*:—

Another *aspect* Crichtoun showed
As through its portal Marmion rode;
But *yet* 'twas melancholy state
Received him at the outer gate;
For *none* were in the castle then,
But women, boys, or aged *men*.—SCOTT.

B. COMPOSITION.

[*The Exercise need not extend beyond* Two *pages.*]

1. Write a short Narrative of *one* of the following events:—

(*a.*) The Battle of Bannockburn.
(*b.*) The Murder of Thomas à Becket.
(*c.*) The Destruction of Jerusalem.

Or,

2. Write a brief Description of *one* of the following:—

(*a.*) The School you attend.
(*b.*) A Man of War.
(*c.*) The Elephant.

B. 2.—HISTORY AND GEOGRAPHY.

(*a.*) History.

1. When did the Romans leave Great Britain, and why?
2. What different races occupied Great Britain after 1066?
3. How did the wars of the Roses terminate?
4. What period do you understand by the Middle Ages? State some of its characteristics in England.
5. What were the leading battles fought during the Parliamentary War? Give dates.
6. In what way were the Crowns of England and Scotland united?
7. What famous events occurred in 828, 1066, 1314, 1513, 1588, 1649, 1688?
8. Write a short account of the Spanish Armada.

(*b.*) Geography.

1. Enumerate the midland counties of England, with their relative positions and county towns.
2. Where are Hull, Dover, Coventry, Stoke, Birkenhead, Oban, Dumbarton, Wigan? State for what any of them are remarkable.
3. Describe the course, and give tributaries on either side of the Thames, Severn, Tay, Trent.
4. What are the principal lakes in Scotland, and where situated?
5. In sailing from Wick to Dover, what promontories and bays would you pass?
6. What are the highest summits in England and Scotland? Give altitude.
7. Mention the leading seaports of England, with their populations and trade.

C. 1.—MATHEMATICS.

1. What is the dividend on £1709, 10s., at 13s. 8d. per £.

2. If by buying at 15s. 6d. per yard, and selling at a gain of 15 per cent. on the outlay, I realized £100 of profit, how many yards did I buy?

3. Reduce $\frac{1}{3}$ of $2\frac{1}{5}$ of $3\frac{1}{7}$ to its simplest form, and express it as a decimal.

4. Find the compound interest of £3045 in three years at 4 per cent.

5. A lb. avoirdupois is 7000 grains troy. Express a cwt. avoirdupois in lbs. troy.

6. If two triangles have two sides of the one equal to two sides of the other, each to each, and the contained angles equal, the triangles are equal in every respect.

7. The greater side of every triangle has the greater angle opposite to it.

8. Parallelograms upon the same base and between the same parallels are equal to one another.

9. If the square described on one side of a triangle be equal to the squares described on the other two sides, the angle contained by those sides is a right angle.

10. If a straight line be divided into two equal, and also into two unequal, parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

11. To divide a straight line so that the rectangle contained by the whole line and one of the parts may be equal to the square of the other part.

12. If $a = 2$, $b = 3$, $c = 5$, $d = 0$, find the value of—

(1.) $(a + b)(c + d) - (b - a)(c - b)$.

(2.) $\dfrac{a + b}{a - d} - \dfrac{c^2 - b^2}{bc} - ad^2$.

13. Multiply $x^2 + x^2 - x - 1$ by $x^2 - x + 1$. What is the value of the result when $x = -1$?

14. Divide $x^4 + y^4 - 7x^2y^2$ by $x^2 + 3xy + y^2$.

15. Find the value in its simplest form—

(1.) of $\frac{a}{a-b}+\frac{b}{b-a}$.

(2.) $\frac{2}{a-b}-\frac{2}{a+b}-\frac{4b}{a^2-b^2}$.

16. Solve the equations :—

(1.) $\frac{x-1}{2}-\frac{x-2}{3}+\frac{x-3}{4}=\frac{2}{3}$.

(2.) $\frac{11}{12x+11}+\frac{5}{6x+5}=\frac{14}{4x+7}$.

17. How many sheep must a person buy at £7, each, that after paying 1s. a score for folding them at night, he may gain £79, 16s. by selling them at £8 each ?

C. 2.—NATURAL PHILOSOPHY.

1. What is meant by the *Inertia* of matter? Give instances of its being employed in producing mechanical results.

2. Define your idea of *Matter*, and point out the properties essentially implied in your definition.

3. What do you understand by the term *Force ?* Explain a mode of measuring and comparing forces.

4. What is meant by *Elasticity ?*

5. Explain how, by means of a system of pulleys, a man can raise a weight which, without them, he could not move.

6. Explain the action of a pair of nut-crackers.

7. Explain the cause of the ease with which a single man can stop a large steamer by means of a rope passed several times round a post.

8. Why is it easier to draw a nail by means of a forked hammer than directly with a pair of pliers ?

9. Describe the common *Steelyard*, and explain the principle on which the longer arm is graduated.

10. Explain how an egg-shaped piece of wood can be made to stand stably on one end by loading it with lead.

11. Point out the error of those who say that, since we see always the same side of the moon, she does not rotate about her axis.

12. Explain generally how we learn that the earth is nearly spherical, and how the length of its radius can be found.

D. 4.—PHYSIOLOGY.

See Page 29.

E.—DRAWING.

A. Drawing from the Flat.

(*Two hours allowed.*)

Make a drawing in outline from the accompanying copy, and of the same size.

B. Drawing from a Model.

(*Two hours allowed.*)

Make a drawing of the accompanying Box (the lid being thrown back at an angle of 45°.)* Let it be the same size as the original, and give the effect of light and shade.

*** *Only one of the Departments, A and B, is necessary; but both may be attempted.*

* The front and end of the Box to be shown in the Drawing.

SPECIAL SUBJECTS.

SENIOR.

A. 1.—LATIN.

I. Translate :—

Dictator in Larinate agro castra communiit. Inde sacrorum causa Romam revocatus, non imperio modo, sed consilio etiam, ac prope precibus agens cum magistro equitum, 'ut plus consilio, quam fortunæ, confidat : et se potius ducem, quam Sempronium Flaminiumque, imitetur. Ne nihil actum censeret, extracta prope æstate per ludificationem hostis ; medicos quoque plus interdum quiete, quam movendo atque agendo, proficere. Haud parvam rem esse, ab toties victore hoste vinci desisse, et ab continuis cladibus respirasse.' Hæc nequicquam præmonito magistro equitum, Romam est profectus.

Turn the *oratio obliqua* in this passage into the *oratio directa*.

II. 1. *Sempronium Flaminiumque*—What parts had they played in the war against Hannibal? Give a short account of the previous career of Flaminius.

2. Give a short geographical sketch of the operations of Hannibal between the battles of Trasimene and of Cannæ.

III. Translate and explain the allusions in the following passages:

(1.) Juno et deorum quisquis amicior
Afris inulta cesserat impotens
Tellure, victorum nepotes
Rettulit inferias Jugurthæ.

(2.) Seu mœstus omni tempore vixeris,
Seu te in remoto gramine per dies
Festos reclinatum bearis
Interiore nota Falerni.

(3.) Num tu quæ tenuit dives Achæmenes,
Aut pinguis Phrygiæ Mygdonias opes
Permutare velis crine Lycymniæ
Plenas aut Arabum domos ?

(4.) Quid debeas, O Roma, Neronibus
Testis Metaurum flumen et Hasdrubal
Devictus et pulcher fugatis
Ille dies Latio tenebris,
Qui primus alma risit adorea
Dirus per urbes Afer ut Italas
Ceu flamma per tædas vel Eurus
Per Siculas equitavit undas.

(5.) Nidum ponit, Ityn flebiliter gemens,
Infelix avis et Cecropiæ domus
Æternum opprobrium, quod male barbaras
Regum est ulta libidines.

In what metres are these various passages written? Scan the first and the last of these passages.

IV. Give the dates of the birth and death of Horace. Where was he born and educated, and what were his favourite residences in later life? Quote any passage from his Odes referring to his own career, and his personal tastes or habits.

V. Translate :—

Proxima Circææ raduntur littora terræ,
Dives inaccessos ubi Solis filia lucos
Assiduo resonat cantu, tectisque superbis
Urit odoratam nocturna in lumina cedrum,
Arguto tenues percurrens pectine telas.
Hinc exaudiri gemitus, iræque leonum
Vincla recusantum, et sera sub nocte rudentum:
Setigerique sues, atque in præsepibus ursi
Sævire, ac formæ magnorum ululare luporum:
Quos hominum ex facie Dea sæva potentibus herbis
Induerat Circe in vultus ac terga ferarum.

VI. Translate into Latin :—

I have often heard, fellow soldiers, that he is the best man, who, of himself, determines on the right course of action: that next to him is the man who obeys good counsel: that he who understands neither to resolve of himself, nor to obey another, is of the lowest order of mind. Since the first condition of mind and disposition has been denied to us, let us hold fast the second and intermediate state; and while we are learning to command, let us resolve to obey a wise commander.

A. 3.—FRENCH.

1. Translate into English :—

S'il arrive un visiteur, l'enfant terrible en prend possession ; au salon, il se place entre ses jambes, lui marche sur les pieds, lui défait les boutons de son gilet, les cordons de ses souliers, les boucles de ses jarretières ; il se démène, il le presse, le broie, le torture ; il le pince, l'égratigne. Cependant sur cette légère observation de sa mère qu'il peut devenir incommode pour monsieur, en fils soumis, il laisse monsieur tranquille, après lui avoir toutefois rompu la chaîne de sa montre, pris sa canne, et enlevé ses lunettes ; la canne, il la laisse, par mégarde, tomber dans le puits ; les lunettes, il ne sait plus ce qu'il en a fait. Et quand le pauvre monsieur, ahuri, agacé, hébété, se retire, il trébuche du haut en bas de l'escalier, grâce à un bout de corde tendu par son petit ami.

2. Translate into English :—

Comme un dernier rayon, comme un dernier zéphyre
Anime la fin d'un beau jour,
Au pied de l'échafaud j'essaie encore ma lyre.
Peut-être est ce bientôt mon tour ;
Peut-être, avant que l'heure, en cercle promenée,
Ait posé sur l'émail brillant,
Dans les soixante pas où sa route est bornée,
Son pied sonore et vigilant,
Le sommeil du tombeau pressera mes paupières ;
Avant que de ses deux moitiés,
Ce vers, que je commence, ait atteint la dernière,
Peut-être en ces murs effrayés
Le messager de mort, noir recruteur des ombres,
Escorté d'infâmes soldats,
Remplira de mon nom ces longs corridors sombres.

3. Referring to passage No. 1, (*a.*) Inflect the present indicative and the present subjunctive of *il se démène*, and *il broie*. (*b.*) Inflect interrogatively the present indicative of *essayer* and *commencer*. (*c.*) Parse *ait atteint*, and state why that particular tense is used.

4. Explain the difference of meaning between *second* and *deuxième*, *tous deux* and *tous les deux*, *plaindre* and *se plaindre*, *oublier à* and

oublier de, ce qui leur plaît and *ce qu'il leur plaît*, illustrating the difference in each case by a couple of phrases or clauses.

5. Write out the present indicative of *gésir, s'asseoir, médire ;* the future indicative of *cueillir, pourvoir, s'asseoir ;* the present subjunctive of *valoir, prévaloir.*

6. Translate into French :—

When Macduff got into the province of Fife, which is on the other side of the Tay, he rode on faster than before, towards his own castle of Kennoway, which, as I told you, stands close by the sea-side ; and when he reached it, the king and his guards were not far behind him. Macduff ordered his wife to shut the gates of the castle, draw up the drawbridge, and on no account to permit the king or any of his soldiers to enter. In the meantime, he went to the small harbour belonging to the castle, and caused a ship which was lying there to be fitted out for sea in all haste, and got on board himself in order to escape from Macbeth.

B. 1.—ENGLISH.

A. Literature : 1789-1850.

1. What historical event do you connect with the year 1789 ? Why does this mark an epoch in our literature ?

2. What is the leading characteristic of the Historical literature of the period ? Name the chief Historians and their works.

3. Name the chief writers in Political Economy belonging to this period.

4. Sketch the rise of Modern Periodical Literature. Wherein does it differ from that of the times of Addison and Johnson ?

5. What Poets represent the transition from the formal school of the eighteenth, to the natural school of the nineteenth century ?

6. Mention the chief works of Wordsworth. What is the most obvious feature of his poetry ? What is the leading doctrine of his poetic theory ?

7. Give a brief account of the life and works of Sir Walter Scott.

8. In what department of literature is the nineteenth century weak ? In what may it be considered strong ?

9. Name the chief works of the following authors :—

(*a.*) Charles Lamb. (*d.*) Keats.
(*b.*) John Foster. (*e.*) Moore.
(*c.*) Coleridge. (*f.*) Crabbe.

10. Who wrote :—

(*a.*) The Life of Scott.
(*b.*) Manfred.
(*c.*) Thalaba the Destroyer
(*d.*) The Isle of Palms.
(*e.*) Natural History of Enthusiasm.
(*f.*) The Eve of the Conquest.

11. Analyse, parse the words *in italics*, and name the author of each extract :—

(*a.*) 'And when they smiled because he deem'd it *near*,
His heart more truly knew *that* sound too well
Which stretched his father on a bloody bier,
And roused the vengeance blood alone could *quell*;
He rushed into the field, and *foremost fighting* fell.'

(*b.*) 'The pale purple even
Melts around thy flight;
Like a *star* of heaven,
In the broad daylight
Thou art unseen, but *yet* I hear thy shrill delight.'

(*c.*) '*If* the chariot and the horses of fire *had been vouchsafed* for Nelson's translation, he could scarcely *have* departed in a brighter blaze of glory.'

B. Composition.

1. Write an Exposition, or extended Paraphrase, of the following :—

"'Tis better to have loved and lost,
Than never to have loved at all."

2. Explain the following terms in English versification :—

(*a.*) Rhythm; (*b.*) Rhyme; (*c.*) Sonnet; (*d.*) Blank verse.

3. Scan these lines :—

(*a.*) 'Yet I doubt not though the ages one increasing purpose runs.'
(*b.*) 'Full many a flower is born to blush unseen.'
(*c.*) 'List to a tale of love in Acadie, home of the happy.'
(*d.*) 'Ready to spring, waiting a chance for this.'

4. Arrange the following sentences in heroic couplets :—

(*a.*) This man would soar to heaven by his own strength, and would not be obliged to God for more.

(*b.*) How art thou misled, vain, wretched creature, to think thy wit bred these God-like notions.

B. 2.—GEOGRAPHY AND HISTORY.

(*a.*) Geography.

1. Where are Mayence, Ratisbon, Prague, Basle, Trieste, Bucharest, Lille ?

2. State into what ranges the Alps are divided, with their highest summits.

3. What islands are in the Mediterranean, and to what countries do they belong ?

4. What are the principal rivers which flow into the Mediterranean ?

5. Mention the chief rivers in France, and the towns situated on their banks.

6. What are the different races inhabiting the Austrian Empire, and its products ?

7. In sailing from London to St. Petersburg, through what seas and channels would you pass ?

(*b.*) History.

1. Under what French king was the Edict of Nantes proclaimed ? What was its effect ? Give a short account of his life.

2. Who was Gustavus Adolphus ?

3. What was the consequence of the treaty of Westphalia ?

4. Write a short account of the French Revolution.

5. What occasioned the Seven Years' War ? Who were the leading parties engaged in it ?

6. Write a short life of Napoleon Buonaparte.

B. 2.—ANCIENT HISTORY.

(*a.*) Geography.

1. Where were Argos, Messene, Corinth, Megara, Delphi?
2. Enumerate the principal rivers in the Peloponnesus.
3. Where were Brundusium, Capua, Cannæ, Tarentum?
4. Mention the leading cities in Magna Græcia.
5. What were the leading states in ancient Greece, and where situated?
6. What modern countries did the Roman Empire embrace?

(*b.*) History.

1. Who were the so-called seven kings of Rome?
2. What was the effect of the Licinian Rogation?
3. Where, when, and by whom was the second Punic War ended?
4. Write a short account, with dates, of the battles of Pharsalia and Philippi.
5. What brought the Roman Republic to a close?
6. What reforms were effected by Solon?
7. When, and with what results, were the battles of Marathon, Thermopylæ, and Salamis fought?
8. Enumerate the leading incidents in the life of Alcibiades.
9. Write a short account of Epaminondas.

(*The Candidate may omit any two of these questions.*)

C. 1.—MATHEMATICS.

1. If 19 cwts. 3 qrs. 11 lbs. cost £184, 16s. 6d., what is the cost per cwt.?
2. Divide £.1474 by .0312, and value the quotient.
3. Add together $2\frac{1}{3}$, $3\frac{1}{4}$, $4\frac{1}{5}$, $5\frac{1}{6}$, and $7\frac{1}{8}$.
4. If by selling at 17s. 6d. per yard you gain 12 per cent. on the outlay, what do you gain or lose per cent. when you sell at 16s. 3d. per yard?
5. A lb. avoirdupois is 7000 grains; express an oz. troy as the fraction of an oz. avoirdupois.

6. Parallelograms upon equal bases and between the same rallels are equal.

7. In any triangle the square of the side opposite to an acute gle is less than the sum of the squares of the sides which con- n that angle by double a certain rectangle (II. 13).

8. The diameter is the greatest line which can be drawn in a cle, and of all others that which is nearer to the centre is greater an one more remote, and conversely.

9. About a circle to describe a triangle equiangular with a given angle.

10. Multiply together $x - 2a$, $x + a$, $x - a$, and $x + 2a$.

11. Divide $65x^2y^2 - (x^4 + 64y^4)$ by $x^2 - 7xy - 8y^2$.

12. Add together—

$$(1.)\ \frac{1}{a^3 - 1} + \frac{1}{a^{-3} - 1}.$$

$$(2.)\ \frac{1}{6x + 6} - \frac{1}{2x - 2} + \frac{1}{4x^2 - 4}.$$

13. Solve the following equations :—

$$(1.)\ \frac{42}{x - 2} = \frac{35}{x - 3}.$$

$$(2.)\ \frac{11}{12x + 11} + \frac{5}{6x + 5} = \frac{14}{4x + 7}.$$

$$(3.)\ \sqrt{(5 + 2x)} + \sqrt{(5 - x)} = 3.$$

14. A and B run a race. B, who runs slower than A by a mile 5 hours, starts first by $2\frac{1}{2}$ minutes, and they get to the 5 mile one together. Required their rates of running.

15. Find the greatest common measure of $x^4 + 4x^2 - 5$, and $- 4x + 3$.

16. What is the nature of a logarithm ? Given the logarithm of 2 =.301, and that of 3=.477, find the logarithm of 12. If two ngles of a triangle and one side are given, show how to find the ther sides in a logarithmic form.

D. 4.—PHYSIOLOGY.

1. Describe the process of digestion in the stomach.
2. What is the special function of the second pair of nerves ?
3. How do you distinguish sensation from sensibility ?
4. How do you distinguish voluntary motion from muscular ontractility ?

E.—DRAWING.

A. Drawing from a Cast.

(*Three hours allowed.*)

Make a drawing of the accompanying Cast of a Hand. Let it be the same size as the original, and give the effect of light and shade as fully as possible.

B. Drawing in Perspective.

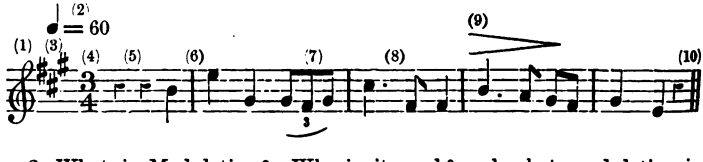
(*Two hours allowed.*)

Draw the accompanying Box (the lid being thrown back at an angle of 45°) showing the front and end, and let all the *working* of the drawing be seen.

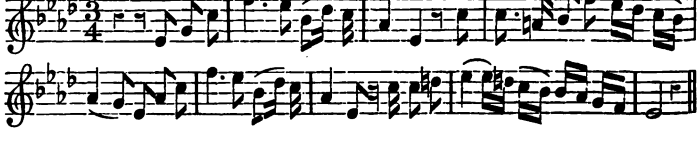
*** *Only one of the Departments, A and B, is necessary; but both may be attempted.*

F.—MUSIC.

1. Explain the signs used in the following passage :—



2. What is Modulation? Why is it used? and what modulation is there in the following passage?



3. Transpose the last five measures of the above passage into the Key of E major,

4. Write down

(*a.*) A few bars of melody in any major Key, and in any rhythm.

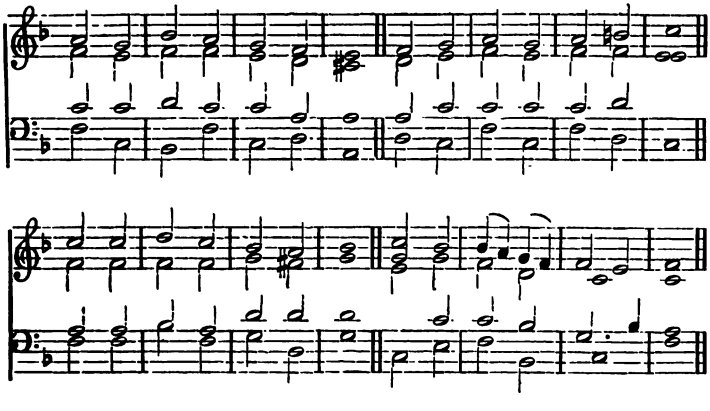
(*b.*) A few bars of melody in C minor, and in $\frac{6}{8}$

(*c.*) A melody in $\frac{9}{8}$ to the following verse :—

There shines on high a lonely star
To guide the sailor o'er the deep :
To lead him home when yet afar,
And cheer his heart while others sleep.

*** You are to do only one of these three : (*b.*) will be of more merit than (*a*) . and (*c.*) than (*b.*)

5. Name the succession of Chords in the following chorale :—



University of Edinburgh.

LOCAL EXAMINATIONS.

REGULATIONS FOR THE YEAR 1868.

The Examinations will commence on Tuesday, June 23, 1868, *at Nine o'clock* A.M.

I.—EXAMINATION OF (JUNIOR) CANDIDATES FOR ORDINARY CERTIFICATES.

Candidates for Ordinary Certificates must be above thirteen and under sixteen years of age on the day when the Examination begins.

1. Common Subjects.

All Candidates for Ordinary Certificates must undergo a satisfactory Examination in the following subjects, viz. :—

1. *English.*—Reading aloud, with proper accent and emphasis, some passage from an English author. Writing from Dictation. The Elements of English Grammar and Analysis. English Composition : the structure of sentences.

2. *History and Geography.*—The Outlines of British History since the union of the Crowns of England and Scotland.

The General Geography of North and South America. The Candidate will also be required to fill in an outline Map of one of the countries of North or South America, marking the mountain chains, the rivers, the coast features, and the chief towns.

3. *Latin.*—Grammar; with a passage from Cæsar *De Bello Gallico*, Book I., for translation into English, and parsing.

*** In the case of Female Candidates, Latin will be optional.

4. *Elementary Arithmetic.*

5. *Scripture History.*—The First and Second Books of Kings, and the Acts of the Apostles.

*** This part of the Examination will not be required in the case of Candidates whose Parents or Guardians decline it *on conscientious grounds.*

2. Special Subjects.

With the foregoing *common* subjects must be conjoined at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the following Depart-

ments (indicated respectively by the letters A, B, C), viz., Languages; English Literature; Mathematics and Natural Philosophy.

A.—DEPARTMENT OF LANGUAGES.

1. *Latin.*—A passage from Cæsar *De Bello Gallico*, Book III., and Virgil, *Æneid*, Book IV., for translation into English, with grammatical and general questions.

An easy passage of English, with the more uncommon Latin words supplied, for translation into Latin.

2. *Greek.*—A passage from Xenophon, *Anabasis*, Book IV., and from *The Acts of the Apostles*, for translation into English, with grammatical and general questions.

3. *French.*—A passage from Saint Pierre's *Paul et Virginie*, for translation into English, with grammatical and general questions.

An easy English passage for translation into French.

4. *German.*—A passage from Andersen's *Bilderbuch ohne Bilder*, for translation into English, with grammatical and general questions.

An easy English passage for translation into German.

B.—DEPARTMENT OF ENGLISH LITERATURE.

1. *English.*—(*a.*) Passages from Scott's *Marmion*, and from an English book not previously prescribed, for parsing and analysis, with questions on the portions of the Poem prescribed, including Etymology of Words.

(*b.*) Composition; Narration and Description in Prose.

2. *History and Geography.*—England and Scotland, as given in the ordinary School-books.

C.—DEPARTMENT OF MATHEMATICS AND NATURAL PHILOSOPHY.

1. *Mathematics.*—Arithmetic. Euclid, Books I. II. The Elements of Algebra, as far as Simple Equations.

2. *Natural Philosophy.*—The *Properties of Matter*. The *Parallelogram of Forces* and the *Mechanical Powers*.

A general knowledge of the Earth's dimensions and figure; the cause of the Seasons; the distances, motions, and physical character of the Heavenly Bodies.

Such information may be gained from the following among other works:—*Tracts by the Society for the Diffusion of Useful Knowledge*; Newth's *First Book of Natural Philosophy*; Carpenter's *Mechanical Philosophy*.

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the

indispensable *special subjects*, though the values obtained in them be added to the Candidate's aggregate marks.

E.—Department of Drawing.

Drawing in Outline from the Flat.

F.—Department of Music.

The Grammar of Music.

Candidates who satisfy the conditions of the preceding Programme will receive an Ordinary Certificate, signed by the Vice-Chancellor of the University. The Certificate will specify the subjects in which the Candidate has satisfied the Examiners.

II. Examination of (Senior) Candidates for Honorary Certificates.

Candidates for Honorary Certificates must be above fourteen, and under eighteen years of age, on the day when the Examination begins: Female Candidates must be under twenty years of age.

1. Common Subjects.

The *common* subjects already specified as necessary in the case of all Candidates for the Ordinary Certificate shall be required from every applicant for the Honorary Certificate, unless he is the holder of an *Ordinary Certificate*, when further examination in these subjects will be dispensed with.

2. Special Subjects.

With the foregoing *common* subjects (or with the Certificate) must be conjoined a satisfactory examination in at least *two*, and not more than *four special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the Departments indicated by the letters A, B, C, D.

A.—Department of Languages and Literature.

1. *Latin.*—Passages from Horace, *Odes*, Books I. and III.; and Livy, Book XXII., for translation into English; with grammatical and general questions. Candidates must also translate from English into Latin. A passage from some Latin book not previously prescribed will be given for translation into English.

2. *Greek.*—Passages from Homer, *Iliad*, Book I., and Xenophon *Anabasis*, Books V. and VI., for translation into English; with grammatical and general questions. An easy passage from some other Greek author, to be translated into English. A piece of simple English pro

with the more uncommon words supplied, will be given for translation into Greek.

3. *French.*—A satisfactory power of translation and retranslation.

4. *German.*—A satisfactory power of translation and retranslation.

B.—Department of English.

1. *English.*—(*a.*) Shakespeare's *Richard II.;* with Grammatical and Philological Questions.

(*b.*) Composition; Prose Themes, and the Principles of Versification.

2. *History and Geography.*—France; or Ancient Rome.

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Higher Arithmetic. Euclid, Books I.-IV. Algebra to Quadratics. Logarithms, and their application to Trigonometry.

2. *Natural Philosophy.*—Elements of *Mechanics*, and of *Experimental Physics.* (Goodwin's *Mechanics*, and Ganot's *Experimental Physics* may be consulted.)

D.—Department of Chemistry and Natural History.

1. *Chemistry.*—The general principles of Chemistry, including a good practical understanding of Equivalents. The Chemistry of the more common metals. The Chemistry of the substances used as food. The testing of the common bases and acids will be required. (Fownes's *Chemistry*, and Johnston's *Chemistry of Common Life*, may be consulted.)

2. *Natural History.*—The structural and physiological characters of the sub-kingdoms and classes of Animals.

The order of succession of the British Sedimentary Rocks, and the general characters and geological distribution of Organic Remains. (Dallas's *Manual of Zoology*, and Page's *Text-book of Geology*, may be consulted.)

3. *Botany.*—Botanical Organography. Functions of Leaves and Flowers. Process of Fertilization in Flowering and in Flowerless Plants. Demonstration of orders, Ranunculaceæ, Cruciferæ, Caryophyllaceæ, Leguminosæ, Rosaceæ, Umbelliferæ, Compositæ, Labiatæ, Liliaceæ, and Grasses, in conspicuous specimens. General Distribution of Plants in Britain. (Balfour's *Outlines of Botany* may be consulted.)

4. *Physiology.*—General questions on the processes of Nutrition, Secretion, Circulation, and the Nervous system, in themselves, and in their application to Health.

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the *two* indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—Department of Drawing.

(*a.*) Drawing from the Flat, or from a Model, with light and shade.
(*b.*) Drawing in Perspective.

Candidates may undertake either or both of these Sections.

F.—Department of Music.

The Grammar of Music and the Principles of Musical Composition.

Candidates who satisfy the conditions of this Programme will receive an Honorary Certificate, signed by the Vice-Chancellor of the University, and specifying the subjects in which the Candidate has passed.

The successful Candidates, under the preceding Programmes of Examination, will be ranked in Two Classes.

Candidates will be examined in Edinburgh, and in such other places as the Board may appoint.

Local Committees wishing to have Examinations held in their several districts, may obtain all necessary information by applying to the *General Secretary to the Board, at the University.*

Printed forms, in which Candidates are to make application, will be prepared by the 1st April 1868, and must be returned duly filled up to the several Local Secretaries, or to the General Secretary in Edinburgh, before the 1st May following.

Fees.—Every Candidate for an Ordinary Certificate is required to pay a fee of 20s.; every Candidate for an Honorary Certificate, a fee of 30s.,—excepting in the case of those who have previously obtained an Ordinary Certificate, when an additional payment of 20s. will be required. These fees must be paid on or before the 1st June 1868. No fee can be returned under any circumstances.

By order of the Board,

William Macdonald,
Secretary.

19*th June* 1867.

EXAMINERS.

A.—Department of Languages.

(1.) *Classics.*

PROFESSOR BLACKIE.
PROFESSOR SELLAR.
WILLIAM MACDONALD, M.A., Assistant-Professor.
DAVID FOGO, Assistant-Professor.

(2.) *Modern Languages.*

PROFESSOR AUFRECHT.
DR. CLYDE.

B.—Department of English.

PROFESSOR FRASER.
PROFESSOR MASSON.
ALEX. NICOLSON, M.A.
REV. JAMES CURRIE, M.A.
J. M. ROBERTSON, M.A.

C.—Department of Mathematics and Natural Philosophy.

PROFESSOR KELLAND, or PROFESSOR TAIT.
J. U. HILLHOUSE, M.A., Assistant-Professor.

D.—Department of Chemistry and Natural History.

PROFESSOR LYON PLAYFAIR.
PROFESSOR ALLMAN, or PROFESSOR BALFOUR.
DR. A. CRUM BROWN.

E.—Drawing.

JAMES DRUMMOND, R.S.A.
ROBERT HERDMAN, R.S.A.

F.—Music.

PROFESSOR CRAWFORD, or PROFESSOR CHRISTISON.
REV. JAMES CURRIE, M.A.

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Inverness,.....WM. EADIE, Esq., M.A., Royal Academy.
Newton-Stewart, ...JOHN ST. CLAIR, Esq., Ewart Institute.

dinburgh University Local Examinations.

CLASS LISTS

FOR THE YEAR

1867.

CLASS LISTS.

SENIOR CANDIDATES—MALE.

In determining these Classes, the marks gained for the Common Subjects are combined with the marks for Special Subjects. The Letters and Numbers in italics after each Name indicate the Special Subjects in which the Candidate is placed in the First Class, irrespectively of his place in the General List.

FIRST CLASS.—IN ORDER OF MERIT.

No.	Centre.	Name.	School.	No. in School.
4	Edinburgh,	**Jack, A. W.**, *A1, B2, C1, E,*	George Watson's Hospital, Edinburgh,	110
8	Newton-Stewart,	**Matthews, R. P.**, *A1, B2, C1,*	Ewart Institute, Newton-Stewart,	149
1	Edinburgh,	**Lawrie, A. J. D.**, *B1, B2, C1,*	George Watson's Hospital, Edinburgh,	110
10	Inverness,	**M'Rae, Roderick**, *A1, A3,*	Royal Academy, Inverness,	220
5	Edinburgh,	**Spittal, David**, *A1, B1, E,*	George Heriot's Hospital, Edinburgh,	180
7	Newton-Stewart,	**M'Fadzean, G.**, *C1,*	Ewart Institute, Newton-Stewart,	149

SECOND CLASS.—IN ALPHABETICAL ORDER.

1	Newton-Stewart,	**Bowhill, J. H.**, *B1,*	Ewart Institute, Newton-Stewart,	149
6	Newton-Stewart,	**Callie, Albert,**	Ewart Institute, Newton-Stewart,	149
3	Edinburgh,	**Collins, J. W.**, *C1,*	George Watson's Hospital, Edinburgh,	110
2	Edinburgh,	**Darling, G. C.**, *A1,*	George Watson's Hospital, Edinburgh,	110
5	Inverness,	**Donaldson, James**, *A1,*	Nairn Academy,	85
6	Inverness,	**Gordon, W. R.**	[illegible]	

FIRST CLASS.—IN ORDER OF MERIT.

38	Edinburgh,	**Henderson, G. S.**, *B1, C1,*	Wellfield Academy, Dunse,	53
6	Inverness,	**Anderson, Peter John**, *B1, C1,*	Royal Academy, Inverness,	220
36	Edinburgh,	**Ronaldson, Thomas R.**, *B1, C1,*	Edinburgh Institution,	...
25	Edinburgh,	**Wight, Geo. O.**, *B1, B2,*	Gilbertfield House, Hamilton,	...
40	Edinburgh,	**Henderson, Robt. H.**, *B1, C1,*	Wellfield Academy, Dunse,	53
19	Newton-Stewart,	**Waugh, H. D.**, *A1, A3, C1,*	Normal School, Wigtown,	100
10	Inverness,	**Wood, John**, *B2, C1,*	Royal Academy, Inverness,	220
18	Newton-Stewart,	**Murray, George**, *A1, B1,*	Ewart Institute, Newton-Stewart,	149
37	Edinburgh,	**Smith, Alexander**, *B1, C1,*	Wellfield Academy, Dunse,	53
20	Edinburgh,	**Strang, D. B.**, *A3, B1,*	John Watson's Institution, Edinburgh,	46
19	Edinburgh,	**Stuart, C. E.**, *B1, E,*	Stewart's Hospital, Edinburgh,	68
15	Edinburgh,	**M'Lean, J.**, *A1, A3, B1,*	George Heriot's Hospital, Edinburgh,	180
32	Edinburgh,	**M'Gilchrist, C. N. B.**, *B1, E,*	George Watson's Hospital, Edinburgh,	110
13	Edinburgh,	**Rose, William**, *B1, E,*	George Heriot's Hospital, Edinburgh,	180
12	Edinburgh,	**Barclay, William**, *A1, B1,*	George Heriot's Hospital, Edinburgh,	180
22	Edinburgh,	**Johnstone, Geo. W.**, *B1, E,*	John Watson's Institution, Edinburgh,	46
30	Edinburgh,	**M'Naught, Andrew**, *B1, E,*	George Watson's Hospital, Edinburgh,	110
29	Edinburgh,	**Ross, Zachary M. H.**, *C1,*	Gartsherrie Academy,	380

SECOND CLASS.—IN ALPHABETICAL ORDER.

21	Edinburgh,	**Bonnar, Wm.**	John Watson's Institution, Edinburgh,	46
13	Newton-Stewart,	**Chalmers, John G.**	Ewart Institute, Newton-Stewart,	149
31	Edinburgh,	**Clark, R. K.**, *B1,*	George Watson's Hospital, Edinburgh,	110
11	Edinburgh,	**Falconer, John,**	George Heriot's Hospital, Edinburgh,	180
11	Newton-Stewart,	**French, John**, *C1,*	Ewart Institute, Newton-Stewart,	149
24	Edinburgh,	**Grant, J. E. M.**	Gilbertfield House, Hamilton,	...
7	Newton-Stewart,	**Gray, J. B.**, *B2,*	Ewart Institute, Newton-Stewart,	149

No.	Centre.	Name.	School.	No. in School.
33	Edinburgh,	**Hay, W. H.**, *B1*,	George Watson's Hospital, Edinburgh,	110
39	Edinburgh,	**Henderson, John**,	Wellfield Academy, Dunse,	53
7	Inverness,	**Hendrie, T.**, *C1*,	Royal Academy, Inverness,	220
20	Newton-Stewart,	**Husband, W. D.**,	Normal School, Wigtown,	100
26	Edinburgh,	**Keith, Henry S.**,	Gilbertfield House, Hamilton,	...
14	Newton-Stewart,	**Macbean, W.**,	Ewart Institute, Newton-Stewart,	149
21	Newton-Stewart,	**M'Master, Andrew**, *A3*,	Normal School, Wigtown,	100
18	Edinburgh,	**M'Neill, T.**, *B1*,	Stewart's Hospital, Edinburgh,	68
16	Newton-Stewart,	**Matthews, J.**,	Ewart Institute, Newton-Stewart,	149
14	Edinburgh,	**Melville, T.**,	George Heriot's Hospital, Edinburgh,	180
12	Newton-Stewart,	**Millar, J. K.**, *B2*	Ewart Institute, Newton-Stewart,	149
23	Edinburgh,	**Milligan, J. R. A.**,	Gilbertfield House, Hamilton,	...
10	Newton-Stewart,	**Murray, R. D.**,	Ewart Institute, Newton-Stewart,	149
15	Newton-Stewart,	**Ralston, W. H.**,	Ewart Institute, Newton-Stewart,	149
9	Edinburgh,	**Rowley, T.**,	George Heriot's Hospital, Edinburgh,	180
10	Edinburgh,	**Smith, Alex.**,	George Heriot's Hospital, Edinburgh,	180
6	Newton-Stewart,	**St. Clair, H. J.**, *E*,	Ewart Institute, Newton-Stewart,	149
17	Newton-Stewart,	**Stewart, P. M.**, *B1*,	Ewart Institute, Newton-Stewart,	149
17	Edinburgh,	**Stewart, Ramsay E.**, *A3*,	Stewart's Hospital, Edinburgh,	68
34	Edinburgh,	**Stronach, G. B.**, *B1*,	George Watson's Hospital, Edinburgh,	110
28	Edinburgh,	**Sutherland, Alex.**, *B1*,	George Heriot's Hospital, Edinburgh,	180
8	Edinburgh,	**Wardrop, Francis C.**,	George Heriot's Hospital, Edinburgh,	180
9	Inverness,	**Waterston, David**,	Royal Academy, Inverness,	220

In determining these Classes, the marks gained for the Common Subjects are combined with those obtained for Special Subjects. The Letters and Numbers in italics after each Name indicate the Special Subjects in which the Candidate is placed in the First Class, irrespectively of her place in the General List.

FIRST CLASS.—IN ORDER OF MERIT.

No.	Centre.	Name.	School.	No. in School.
6	Edinburgh, .	**Evans, Janet M.**, *A3, B2, E,* .	Scottish Institution, 9 Moray Pl., Edin.,	...
2	Inverness, . .	**Gregory, Emma**, *B2,* . .	Royal Academy, Inverness, . .	220
4	Inverness, . .	**Reid, Maria C.**, *B2,* . . .	Royal Academy, Inverness, . .	220

SECOND CLASS.—IN ALPHABETICAL ORDER.

5	Newton-Stewart,	**Fisher, Grace,** . . .	Ewart Institute, Newton-Stewart, .	149
3	Newton-Stewart,	**Gibson, Barbara**, *B2,* . .	Ewart Institute, Newton-Stewart, .	149
4	Newton-Stewart,	**St. Clair, Sarah Jane**, *B2,* .	Ewart Institute, Newton-Stewart, .	149

JUNIOR CANDIDATES—FEMALE.

FIRST CLASS.—IN ORDER OF MERIT.

No.	Centre.	Name.	School.	No. in School.
1	Edinburgh,	**Landreth, Isabella T.**, *A3*, *B1*,	Newington Academy, 8 Arniston Place,	230
35	Edinburgh,	**Morison, Catherine L.**, *B1*, *C1*,	John Watson's Institution, Edinburgh,	39
3	Edinburgh,	**Muston, Emily F.**, *B1*,	Newington Academy, 8 Arniston Place,	230
4	Inverness,	**Tagert, Mary**, *A3*, *B1*,	Royal Academy, Inverness,	220
5	Inverness,	**Young, Catherine**, *B2*,	Royal Academy, Inverness,	220

SECOND CLASS.—IN ALPHABETICAL ORDER.

4	Newton-Stewart,	**Black, Mary J.**,	Ewart Institute, Newton-Stewart,	149
4	Edinburgh,	**Colston, Agnes**,	Mr. Bonar's School, Prestonkirk,	...
6	Edinburgh,	**Emslie, Rachel W.**,	John Watson's Institution, Edinburgh,	39
1	Inverness,	**Falconer, Barbara J.**,	Royal Academy, Inverness,	220
3	Newton-Stewart,	**M'Ewen, Janet**,	Ewart Institute, Newton-Stewart,	149
2	Newton-Stewart,	**Picken, Mary**,	Ewart Institute, Newton-Stewart,	149
1	Newton-Stewart,	**St. Clair, Anna M.**,	Ewart Institute, Newton-Stewart,	149

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1867.

NOTICE.

THE following Tables are intended to show the degree of success attained by each Candidate in the late Examination.

A separate column is assigned for each Special Subject, and for the Common Subjects, which are reckoned as one subject in the summation of marks. The notes show in which of the Common Subjects any Candidate has failed.

The letter *P* in any column denotes that in the subject to which it refers the Candidate has *passed*. The letter *F* denotes that in the subject under which it stands he has *failed*. The letter *C* in the column marked 'Common Subjects,' in the Senior List, indicates that the Candidate obtained an Ordinary Certificate last year, and therefore was not required again to undergo this part of the Examination. The figure 1 in any column denotes that, in the Special Subject referred to, the Candidate is placed in the *First Class*. The figures 1 and 2 in the last column denote the *Class* in which the Candidate's aggregate marks entitle him to be placed; the figure 0 denotes that he has not been deemed worthy of a Certificate.

The mark † prefixed to the number of any Candidate denotes that he was withdrawn before the Examination commenced, or was prevented from going through it by illness or some other cause.

SENIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2 History. and Geography.	C. 1. Mathematics.	D. 4. Physiology.	E. Drawing.	F. Music.	Class.
					EDINBURGH.					
1	C.	P.	...	1.	1.	1.	...	...	...	1.
2	C.	1.	...	P.	P.	P.	...	...	...	2.
3	P.	P.	...	P.	P.	1.	...	...	...	2.
4	C.	1.	...	P.	1.	1.	...	1.	...	1.
5	C.	1.	...	1.	...	P.	...	1.	...	1.
					INVERNESS.					
5	C.	1.	F.	P.	...	..	...	...	...	2.
6	C.	P.	F.	P.	...	...	...	...	...	2.
7	C.	P.	F.	P.	...	...	...	...	...	2.
†8	...	...	...	...	...	...	...	...	...	...
9	P.	P.	P.	P.	1.	...	...	...	...	2.
10	P.	1.	1.	P.	P.	...	...	...	...	1.
					NEWTON-STEWART.					
1	C.	...	...	1.	P.	P.	P.	...	P.	2.
2	C.	1.	...	P.	P.	P.	...	...	P.	2.
6	C.	...	...	P.	P.	P.	P.	...	P.	2.
7	C.	P.	...	F.	P.	1.	...	...	...	1.
8	C.	1.	...	F.	1.	1.	...	...	P.	1.

JUNIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 1. Physiology.	E. Drawing.	F. Music.	Class.
				EDINBURGH.						
7	P.	F.	...	P.	...	...	...	F.	...	0.
8	P.	P.	...	P.	...	F.	...	...	...	2.
9	P.	P.	...	P.	...	P.	...	F.	...	2.
10	P.	P.	...	P.	...	P.	...	...	...	2.
11	P.	P.	...	P.	...	P.	...	P.	...	2.
12	P.	1.	P.	1.	...	...	...	...	...	1.
13	P.	P.	...	1.	...	P.	...	1.	...	1.
14	P.	P.	...	P.	...	P.	...	P.	...	2.
15	P.	1.	1.	1.	...	P.	...	F.	...	1.
†16	...	...	...	...	...	...	...	...	...	...
17	P.	P.	1.	P.	...	P.	...	P.	...	2.
18	P.	P.	...	1.	...	P.	...	P.	...	2.
19	P.	P.	F.	1.	...	P.	...	1.	...	1.
20	P.	P.	1.	1.	...	P.	...	P.	...	1.
21	P.	P.	P.	P.	...	P.	...	F.	...	2.
22	P.	P.	F.	1.	...	P.	...	1.	...	1.
23	P.	...	F.	P.	P.	...	...	P.	...	2.
24	P.	P.	F.	P.	P.	...	...	P.	...	2.
25	P.	...	F.	1.	1.	P.	...	...	...	1.
26	P.	...	F.	P.	P.	F.	...	...	...	2.
†27	...	...	...	...	...	...	...	...	...	...
28	P.	P.	...	1.	...	...	...	...	...	2.
29	P.	P.	...	P.	P.	1.	...	P.	...	1.
30	P.	F.	P.	1.	...	P.	...	1.	...	1.
31	P.	F.	...	1.	P.	P.	...	...	...	2.
32	P.	P.	F.	1.	...	P.	...	1.	...	1.
33	P.	P.	P.	1.	...	P.	...	...	...	2.
34	P.	P.	P.	1.	...	P.	...	...	...	2.
36	P.	...	...	1.	P.	1.	...	...	...	1.
37	P.	...	...	1.	...	1.	...	...	...	1.
38	P.	...	...	1.	...	1.	...	...	...	1.
39	P.	...	...	P.	...	P.	...	...	...	2.
40	P.	...	...	1.	...	1.	...	...	...	1.

Junior Male Candidates—continued.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 4. Physiology.	E. Drawing.	F. Music.	Class.
					INVERNESS.					
6	P.	...	P.	1.	P.	1.	...	...	...	1.
7	P.	P.	...	P.	P.	1.	...	...	...	2.
†8	...	...	...	...	...	...	...	...	...	...
9	P.	P.	...	P.	P.	P.	...	F.	..	2.
10	P.	P.	...	P.	1.	1.	...	F.	...	1.
					NEWTON-STEWART.					
6	P.	P.	...	P.	P.	...	P.	1.	F.	2.
7	P.	...	...	P.	1.	P.	...	...	F.	2.
8	F.	...	...	P.	P.	F.	...	...	P.	0.
9	F.	...	...	P.	P.	F.	...	...	F.	0.
10	P.	P.	...	P.	P.	P.	...	...	...	2.
11	P.	P.	...	P.	P.	1.	...	...	...	2.
12	P.	F.	...	P.	1.	P.	...	...	F.	2.
13	P.	F.	...	P.	P.	F.	...	...	P.	2.
14	P.	P.	P.	P.	...	P.	...	...	P.	2.
15	P.	P.	...	P.	P.	P.	...	...	P.	2.
16	P.	P.	..	P.	P.	P.	...	...	F.	2.
17	P.	P.	...	1.	P.	P.	...	...	...	2.
18	P.	1.	...	1.	P.	P.	...	...	...	1.
19	P.	1.	1.	...	P.	1.	...	...	...	1.
20	P.	P.	1.	...	P.	P.	...	...	...	2.
21	P.	P.	1.	...	P.	P.	...	...	...	2.

SENIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	D. 4. Physiology.	E. Drawing.	F. Music.	Class.
					EDINBURGH.					
6	P.	...	1.	...	1.	...	P.	1.	P.	1.
7	P.	...	F.	F.	...	...	...	1.	...	0.
8	P.	...	F.	P.	...	...	...	...	F.	0.
					INVERNESS.					
1	F.	...	F.	P.	P.	...	...	...	...	0.
2	P.	...	P.	P.	1.	...	...	...	P.	1.
†3	...	...	...	...	...	...	...	...	...	...
4	P.	...	P.	P.	1.	...	...	...	...	1.
					NEWTON-STEWART.					
3	P.	P.	...	P.	1.	...	...	...	...	2.
4	P.	...	...	P.	1.	P.	P.	...	P.	2.
5	C.	...	...	P.	P.	P.	P.	...	P.	2.

JUNIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 3. French.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	E. Drawing.	F. Music.	Class.
				EDINBURGH.				
1	P.	1.	1.	...	...	...	...	1.
†2	...	...	...	...	...	...	...	...
3	P.	P.	1.	...	...	...	...	1.
4	P.	F.	1.	P.	...	F.	...	1.
†5	...	...	...	...	...	...	...	...
6	P.	F.	P.	...	P.	F.	...	2.
35	P.	P.	1.	...	1.	...	...	1.
				INVERNESS.				
1	P.	F.	P.	P.	...	...	...	2.
2	F.	F.	P.	P.	...	...	...	0.
†3	...	...	...	...	...	...	...	...
4	P.	1.	1.	P.	...	P.	P.	1.
5	P.	F.	P.	1.	...	...	...	1.
				NEWTON-STEWART.				
1	P.	...	P.	P.	F.	...	P.	2.
2	P.	...	P.	P.	F.	...	P.	2.
3	P.	P.	P.	P.	...	...	P.	2.
4	P.	F.	P.	...	P.	...	P.	2.
5	P.	...	F.	P.	F.	...	P.	0.

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THOMAS M. LINDSAY, M.A.,
Secretary to the Board of Management.

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EXAMINATION PAPERS.

1870.

COMMON SUBJECTS.

I.—ENGLISH.

Examiner—Professor MASSON.

(1.) PASSAGES TO BE READ ALOUD.

At last, on Monday, the 16th of May, when I was sitting in Mr. Davies's back-parlour, after having drunk tea with him and Mrs. Davies, Johnson unexpectedly came into the shop; and Mr. Davies having perceived him, through the glass-door in the room in which we were sitting, advancing towards us,—he announced his awful approach to me, somewhat in the manner of an actor in the part of *Horatio*, when he addresses *Hamlet* on the appearance of his father's ghost, "Look, my Lord, it comes!" I found that I had a very perfect idea of Johnson's figure, from the portrait of him painted by Sir Joshua Reynolds soon after he had published his Dictionary, in the attitude of sitting in his easy chair in deep meditation; which was the first picture his friend did for him, which Sir Joshua very kindly presented to me. Mr. Davies mentioned my name, and respectfully introduced me to him. I was much agitated; and recollecting his prejudice against the Scotch, of which I had heard much, I said to Davies, "Don't tell where I come from."—"From Scotland," cried Davies, roguishly. "Mr. Johnson," said I, "I do indeed come from Scotland, but I cannot help it."

Ye valleys low, where the mild whispers use
Of shades, and wanton winds, and gushing brooks,
On whose fresh lap the swart-star sparely looks,
Throw hither all your quaint enamell'd eyes,
That on the green turf suck the honeyed showers,
And purple all the ground with vernal flowers.
Bring the rathe primrose that forsaken dies,

The tufted crow-toe, and pale jessamine,
The white pink, and the pansy freaked with jet,
The glowing violet,
The musk rose, and the well attir'd woodbine,
With cowslips wan that hang the pensive head,
And every flower that sad embroidery wears:
Bid amaranthus all his beauty shed,
And daffodillies fill their cups with tears,
To strew the Laureat hearse where Lycid lies.

(2.) Passage to be Dictated.

A circumstance which could not fail to be very pleasing to Johnson occurred this year. A tragedy written by his early companion in London, Richard Savage, was brought out at one of the theatres. The prologue to it was written by Mr. Sheridan; in which, after describing very pathetically the wretchedness of

"Ill-fated Savage, at whose birth was given
No parent but the Muse, no friend but Heaven,"

he introduced an elegant compliment to Johnson on his Dictionary, that wonderful performance of which Mr. Harris justly observes, "Such is its merit that our language does not possess a more copious, learned, and valuable work."

(3.) Elements of English Grammar and Analysis and Composition of Sentences.

1. In what respects may the present English alphabet be found fault with?

2. Give some examples of words which are either nouns or verbs according to the place of the accent, without change of spelling.

3. What ways are there of forming the plurals of nouns in English? Give examples. Also give the possessives, singular and plural, of these nouns—*man*, *ship*, *sheep*, *sow*, *prince*, *princess*, *penny*.

4. Give the comparatives and superlatives of these adjectives—*bad*, *beautiful*, *late*, *near*, *red*, *holy*, *far*, *fore*; and conjugate these verbs—*kill*, *slay*, *instruct*, *draw*, *blow*, *begin*, *ring*, *wring*, *choose*, *bite*, *forget*.

5. Write out the declension of the first personal pronoun, and the declension of the relative pronoun *who*.

6. Parse the following sentence, and analyse it so as to show its construction:—"Meanwhile a discovery accidentally made, and whose importance was but slowly perceived by Europe, had prepared the way not only for a change in her military system, but for political effects still more extensive."

7. Correct the following pieces of bad English :—"Though we presently think so, we will perhaps find reason to change our opinion."

"Casting your eye along the walls several paintings may be observed, very different in merit to what you would have expected."

"His career as an advocate made him ready in speech, proved by the good company he was at table, which you would likely have noticed yourself."

8. Explain, in a few words of prose, the meaning of the following passage :—

"In that wild deluge where the world was drowned,
When life and sin one common tomb had found,
The first small prospect of a rising hill
With various notes of joy the Ark did fill :
Yet, when that flood in its own depths was drowned,
It left behind it false and slippery ground,
And the more solemn pomp was still deferred,
Till new-born nature in fresh looks appeared."

II.—HISTORY AND GEOGRAPHY.

Examiner—Mr. LINDSAY.

(*a.*) HISTORY.

1. Describe the growth of the Saxon power in England up to the accession of Alfred the Great.

2. Describe any new laws and new customs which were introduced by the Normans, and state shortly the effect they had upon English life.

3. Describe shortly the wars of the Scottish Independence.

4. Give the dates and results of the following battles :—Evesham, Bosworth, Flodden, and Pinkie.

5. What do you know of Bede, Chaucer, George Dunbar, Sir David Lindesay, Gawain Douglas, Roger Ascham, and Miles Coverdale ?

6. Describe shortly the wars with Spain in Elizabeth's reign.

(*b.*) GEOGRAPHY.

1. In the outline map given you—

(*a.*) Fill in the chief mountain ranges of Asia, naming them.

(*b.*) Name the chief rivers flowing north, and the chief ones flowing east.

(*c.*) Name the capes which point to the south.

(*d.*) Name twelve of the chief towns.

2. What are the great natural divisions of Asia? How far do they correspond to its political divisions?

3. Name the British colonies in Africa. Tell where they are, and give the chief towns.

4. What islands belong to the continent of Africa? Where are they?

5. Mention any famous travellers you know of, who have made discoveries in Africa, and mention the discoveries made by each.

6. Where are the following, and what do you know about them:—Algiers, The Sahara, Alexandria, Gondar, Cape Town, Zanzibar, Singapore, Canton, The Corea, and Bengal?

III.—LATIN.

1. Give the genitives and ablatives, singular and plural, and the nominatives plural of *filia*, *gladius*, *canis*, *pars*, *munus*, and *gradus*.

2. Compare *fortis*, *pulcher*, *parvus*, *male*, and *prope*.

3. Give the four principal parts of *muto*, *do*, *doleo*, *scribo*, *munio*, and *sentio*.

4. What is meant by *deponent* and *impersonal* verbs? Give an example of each.

5. What verbs govern the accusative and ablative? Give examples.

6. Translate:—

Cæsar suas copias in proximum collem subducit, aciem instruit. Labienus, ut erat *ei* præceptum a Cæsare ne prœlium *committeret*, nisi ipsius copiæ prope hostium castra visæ essent, ut undique uno *tempore* in hostes impetus fieret, monte occupato nostros exspectabat prœlioque abstinebat. Multo denique die per exploratores Cæsar cognovit et *montem* a suis teneri et Helvetios castra movisse et Considium timore perterritum quod non vidisset pro viso sibi *renuntiasse*.

Parse the words in italics.

IV.—ELEMENTARY ARITHMETIC.

Examiner—Professor KELLAND.

1. Multiply 17 tons 5 cwts. 3 qrs. 11 lbs. 14 ozs. by 125.

2. Divide £1000 by 12¼.

3. Find the cost of 14 cwts. 3 qrs. 17½ lbs. at £17, 12s. 9d. per cwt.

4. A bill of £95, 18s. 7d. was paid by an equal number of sovereigns, half-sovereigns, crowns, shillings, sixpences, threepenny-pieces, pence, halfpence, and farthings. How many were there of each?

5. The sun passes over the 360° of the zodiac in 365¼ days. How many hours does it take to pass over a degree?

6. Find the simple interest of £1015 for two years at 4 per cent. per annum.

V.—SCRIPTURE HISTORY.

Examiner—Professor CRAWFORD.

I. AND II. SAMUEL, AND GOSPEL OF ST. LUKE.

1. State the period over which the narrative in the First Book of Samuel extends.

2. Give a short account of Eli.

3. Mention the causes which led to the establishment of monarchy among the Israelites.

4. State the causes which led to Saul's rejection.

5. Give a short account of the death of Saul.

6. Give a short account of the anointing of David as king of Israel.

7. Give instances of generosity and forbearance in the conduct of David.

8. State what you know of any of the following persons:—

(1.) Doeg.
(2.) Uzzah.
(3.) Mephibosheth.

---

1. State shortly the circumstances of our Lord's birth as related by St. Luke.

2. Mention any notable miracle of our Lord that is recorded by St. Luke alone of all the Evangelists.

3. By what parables does our Lord illustrate the joy that is in heaven over penitent sinners?

4. Relate the parable of the Pounds; show wherein it differs from the parable of the Talents as given by St. Matthew; and state shortly the practical lessons taught by these parables.

5. State what you know of the following persons:—

(1.) Simeon.
(2.) Simon the Pharisee.
(3.) Zaccheus.
(4.) Joanna.
(5.) Cleopas.

SPECIAL SUBJECTS.

JUNIOR.

A. 1.—LATIN.

1. Translate :—

Viri in uxores sicuti in liberos vitæ necisque habent potestatem; et quum pater familiæ illustriore loco natus decessit, ejus propinqui conveniunt, et de morte si res in suspicionem venit, de uxoribus in servilem modum quæstionem habent, et si compertum est, igni atque omnibus tormentis excruciatas interficiunt. Funera sunt pro cultu Gallorum magnifica et sumtuosa; omniaque quæ vivis cordi fuisse arbitrantur in ignem inferunt, etiam animalia: ac paullo supra hanc memoriam servi et clientes, quos ab iis dilectos esse constabat, justis funeribus confectis una cremabantur.

2. Translate :—

Nisus erat portæ *custos*, acerrimus armis,
Hyrtacides, *comitem* Aeneæ quem miserat Ida
Venatrix, jaculo celerem levibusque *sagittis;*
Et juxta comes Euryalus, quo pulchrior alter
Non fuit Aeneadum Trojana neque induit arma,
Ora puer prima signans intonsa juventa.
His amor unus erat, pariterque in bella ruebant;
Tum quoque communi portam statione tenebant.
Nisus ait: Dine hunc ardorem mentibus addunt,
Euryale, an sua cuique deus fit dira cupido?
Aut pugnam, aut aliquid jamdudum invadere magnum
Mens agitat mihi, nec placida contenta quiete est.
Cernis, quæ Rutulos *habeat* fiducia rerum:
Lumina rara micant; somno vinoque soluti
Procubuere; silent late loca.

Parse the words in italics.

3. Conjugate *decessit, compertum est, interficiunt, inferunt, induit, addunt, procubuere,* and *silent.*

4. What are the chief events described in the 9th book of the Æneid?

5. Translate the following passages, explaining the words in italics :—

"Obsidibusque de pecunia cavent." "*Hercynia* silva, quam *Eratostheni* et quibusdam Græcis fama notam esse video."

"Medium video discedere cœlum
"*Palantes*que polo *stellas.*"
"*Nemorum Latonia custos.*"
"Quum tamen omnes
"Ferre juvat subter densa *testudine* casus."

6. Translate into Latin :—

That victory cost the Roman people dear (magnum sto). The consuls being slain, the three armies obeyed Octavius alone ; who, marching his forces to Rome, procured himself by main force (extorquere) the consulate from the senate, being a youth about twenty years of age. Antony meanwhile had fled to Transalpine Gaul to M. Lepidus, master of the horse, and formed a treaty with him.

A. 3.—FRENCH.

Examiner—Dr. CLYDE.

1. Translate into English :—

Mais n'*appréhende* pas qu'un autre ainsi m'*obtienne* ;
Vis pour ton cher tyran, tandisque je *meurs* tienne :
Mes jours avec les siens se *vont* précipiter,
Puisque ta lâcheté n'ose me mériter.
Viens me voir, dans son sang et dans le mien baignée,
De ma seule vertu mourir accompagnée,
Et te dire en mourant d'un esprit satisfait :
"N'accuse point mon sort, c'est toi seul qui l'as fait :
Je descends dans la tombe, où tu m'as condamnée,
Où la gloire me *suit* qui t'étoit destinée.

2. Referring to the seven verbs in *italics*, write out in full that tense of each which occurs in the above passage.

3. Give the plural forms of *aïeul, ciel, œil, travail,* assigning to each form its proper meaning.

4. Conjugate, *i.e.* write out the present infinitive, present and past participles, of *s'asseoir, bouillir, coudre, faillir, falloir, fuir, moudre, naître, résoudre, vêtir.*

5. Translate into French :—

There was once a little boy who was called John. He was four and a half years old. Often he sat down beside his mother, and said : "Mamma, tell me a beautiful story, I pray you ;" and his mother told him beautiful stories. One day John asked his mother : "How do you know all these beautiful stories ?" She answered : "I have read them in a book. Here it is : I give it you. But if you want to understand the stories which are in your book, you must first learn to read."

A. 4.—GERMAN.

Examiner—Dr. Clyde.

1. Translate into English :—

Sind wir denn wehrlos? Wozu lernten wir
Die Armbrust spannen und die schwere Wucht
Der Streitaxt schwingen? Jedem Wesen ward
Ein Nothgewehr in der Verzweiflungsangst.
Es stellt sich der erschöpfte Hirsch und zeigt
Der Meute sein gefürchtetes Geweih,
Die Gemse reiszt den Jäger in den Abgrund—
Der Pflugstier selbst, der sanfte Hausgenosz
Des Menschen, der die ungeheure Kraft
Des Halses duldsam unters Joch gebogen,
Springt auf, gereizt, wetzt sein gewaltig Horn,
Und schleudert seinen Feind den Wolken zu.

2. Conjugate, *i.e.*, write out the present infinitive, the imperfect indicative, and the past participle of the verbs *spannen*, *schwingen*, *ward*, *reiszt*, *gebogen*, *springt*, *gereizt*.

3. Decline throughout both numbers *die schwere Wucht*, and *sein gefürchtetes Geweih*.

4. Name ten adjective pronouns after which the nominative plural of the adjective ends in *e*, and not as usual in *en*.

5. Write out the present indicative and subjunctive of *mögen*, also the imperative of *sein*.

6. Translate into German :—

Who wrote the play?—What play?—The play you've read through, the play that's called *William Tell*.—The poet Schiller. I have known that for a long time.—Which scene do you like best?—The very first. The lake, the shore, the villages, and farm-steadings of Schwyz, and the high mountains in the background are all lying before me in the bright sunshine; and, if you like, I shall say you off the fisherboy's song, for I have learned it by heart.

B. 1.—ENGLISH.

Examiner—Professor Masson.

(1.)—Examination in "The Lady of the Lake."

1. How many days does the story of the Poem spread over? State briefly the incidents of each day in order, so as to give a skeleton of the story.

What qualities, or what parts, do you like best in the Poem ? , if you can, in your answer, some passage of which you are ularly fond.

?arse the first four lines of the following passage, and analyse hole grammatically, so as to show of how many propositions sists, and the construction of each :—

"Have then thy wish!" he whistled shrill,
And he was answer'd from the hill;
Wild as the scream of the curlew,
From crag to crag the signal flew.
Instant, through copse and heath, arose
Bonnets and spears and bended bows;
On right, on left, above, below,
Sprung up at once the lurking foe;
From shingles grey their lances start,
The bracken bush sends forth the dart,
The rushes and the willow-wand
Are bristling into axe and brand,
And every tuft of broom gives life
To plaided warrior arm'd for strife.

Give the meanings and the derivations of as many as you can italic words in the following passages :—

—It is not expected that *all* the words will be tried : the candidate may select.]

"As chief, who hears his *warder* call,
'To arms!' the foemen storm the wall."
"The *antler'd* monarch of the waste
Sprung from his heathery couch in haste."
"Till far beyond her piercing *ken*
The *hurricane* had swept the glen."
"And *ponder'd* refuge from his toil."
"*Vindictive* toil'd the bloodhounds *staunch;*
Nor nearer might the dogs attain,
Nor further might the *quarry* strain.
"But still the *dingle's* hollow throat
Prolonged the swelling *bugle*-note."
"Round many a rocky *pyramid*
Shooting *abruptly* from the dell."
"Or seem'd *fantastically* set
With *cupola* or *minaret.*"
"Like castle girdled with its *moat.*"
"With *promontory*, *creek*, and *bay.*"
"The *turrets* of a *cloister* grey."
"The holy *matins'* distant hum."

"A sainted *hermit* from his cell,
To drop a *bead* with every knell."
"Ere now this *falchion* has been tried."
"As if a baron's *crest* he wore."
"And our broad nets have swept the *mere*."
"'Now, by the *rood*, my lovely maid,
Your *courtesy* has err'd,' he said."
"Till on this lake's *romantic* strand
I found a *fay* in *fairy* land."
"He saw your steed, a *dappled* grey."
"A destined *errant-knight* I come."
"Yon fairy *frigate* o'er the tide."
"And o'er the lake the *shallop* flew."
"In rude and *uncouth tapestry* all
To garnish forth the *silvan* hall."
"And a cold *gauntlet* met his grasp."
"The uncouth *trophies* of the hall."
"His midnight *orisons* he told."

5. Explain as many as you can of the following phrases, and historical and geographical allusions, printed in italics :—

[Here also the candidate may select.]

"*Ere Douglasses, to ruin driven,*
Were exiled from their native heaven."
"A votaress in *Maronnan's cell.*"
"My sire's tall form might grace the part
Of Ferragus or Ascabart."
"Thy father's battle-brand, of yore
For Tine-man forged by fairy love."
"*Roderigh Vich Alpine Dhu, ho! ieroe!*"
"At *Beltane game*
Thou ledst the dance with Malcolm Græme."
"Each pass, by mountain, lake, and heath,
He knew, through *Lennox and Menteith.*"
"The king's vindictive pride
Boasts to have tamed the Border-side."
"And the *Fiery Cross* glanced, like a meteor, round."
"Not his the mien of Christian priest,
But *Druid's*, from the grave released,
Whose harden'd heart and eye might brook
On human sacrifice to look."
"*Ave Maria!* maiden mild!"
"Thus spoke the *moody Elfin king*
Who won'd within the hill."
"*Bold Robin Hood and all his band.*"

"'Revenge! revenge!' the *Saxons* cried;
The *Gaels*' exulting shout replied."
"For *Stirling's Tower*
Of *yore the name of Snowdoun claims*,
And *Normans call me James Fitz-James*."
"*Harp of the North*, farewell! the hills grow dark,
On purple peaks a deeper shade descending;
In *twilight copse* the glow-worm lights the spark,
The deer, half seen, are to the covert wending.
Resume thy wizard elm!"

6. Make some remarks on the verse of the poem and its variations.

(2.) ADDITIONAL QUESTIONS.

1. Write an exercise on either of these subjects:—
(*a.*) Climbing a mountain.
(*b.*) The wounded soldier's return home.

2. Explain the meaning of the following passage:—
"Use such persons as affect the business wherein they are employed, for that quickeneth much; and such as are fit for the matter, as bold men for expostulation, fair-spoken men for persuasion, crafty men for inquiry and observation, froward and absurd men for business that doth not well bear out itself."

B. 2.—HISTORY AND GEOGRAPHY.

Examiner—Mr. LINDSAY.

(*a.*) HISTORY.

1. Describe the occasions and results of the following battles:—Lincoln, Tewkesbury, Dunbar, Blenheim, Quebec, and Trafalgar.

2. What led to the union of the English and Scottish Crowns? Describe the chief events in the reign of James I.

3. Write a short account of the origin and progress of the Civil War till the Protectorship of Cromwell.

4. In what circumstances was William of Orange called to the throne? What were the claims of George I. to the throne of England?

5. In whose reigns did the following men live? What do you know of them?—Sir Thomas More, Sir Walter Raleigh, John Milton, William Drummond, John Dryden, John Wilkes, Sir Robert Walpole, and John Wesley.

6. Describe shortly the conquest of Bengal.

7. What do you know about "The Lollards," "The Puritans," "The Covenanters," "The Non-Jurors," "The Catholic Emancipation," and "The Disruption"?

(*b.*) Geography.

1. Name the English counties south of the Thames, and the Scottish ones north of the Forth and Clyde.

2. Where are the great coal-districts of England and Scotland? Name the chief manufacturing towns in these districts, and state their chief manufactures.

3. Name the chief rivers flowing into the sea on the west coast of England and Scotland. Give their tributaries. Name the chief towns of their banks.

4. Describe the coast-line of England from Flamborough Head to Land's End, giving rivers, bays, capes, straits, and chief sea-port towns.

5. Where are Morpeth, Durham, Buxton, Scarborough, Lichfield, Ely, Tilbury, Weymouth, Coventry, Galashiels, Linlithgow, Dunfermline, and St. Andrews?

6. Describe shortly the *Railway System* of Scotland.

C. 1.—MATHEMATICS.

Examiner—Professor Kelland.

1. If $\frac{3}{8}$ of a yard cost $\frac{4}{7}$ of a £, how many yards can be purchased with £20?

2. Add together the fractions $\frac{3}{4}$, $\frac{4}{5}$, $\frac{5}{6}$, $\frac{7}{8}$, and $\frac{11}{12}$.

3. Reduce $\frac{7}{9}$ of a guinea to the fraction of a £; and exhibit the fraction as a decimal.

4. If by selling at 17s. a yard you lose 20 per cent. on the outlay, what do you gain or lose per cent. when you sell at £1 per yard?

5. If two triangles have two sides of the one equal to two sides of the other, each to each, and the contained angles equal, the triangles are equal in every respect.

6. Any two sides of a triangle are together greater than the third side.

7. If a straight line fall upon two parallel straight lines it shall make the alternate angles equal, and the two interior angles upon the same side together equal to two right angles.

8. Parallelograms upon equal bases and between the same parallels are equal to one another.

9. Define a square.

To describe a square upon a given straight line.

Show that your figure satisfies the definition you have given.

10. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

11. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square of the other part.

12. In obtuse-angled triangles the square of the side subtending the obtuse angle is greater than the squares of the sides which contain that angle. State and show by how much (II. 12).

13. Multiply $1-2x+3x^2-4x^3$ by $1+2x+x^2$; and give the numerical value of the product when $x=-1$.

14. Divide $x^9+2x^7+2x^4-7x^3+6x^2-9x$ by x^4+x-3.

15. Find as a single fraction in its lowest terms

$$\frac{a^2}{ax-x^2}-\frac{a^2}{ax+x^2}.$$

Reduce $\frac{(a-b)^2}{a^2-b^2}$ to its lowest terms.

16. Solve the following equations:—

(1.) $2x-\frac{19-2x}{2}=\frac{2x-11}{2}$.

(2.) $\frac{1}{2}(x-a)-\frac{1}{4}(x-2a)=\frac{1}{8}(x-3a)$.

(3.) $3x-2y=7$, $8x+2y=48$.

17. A's money is $\frac{3}{5}$ of B's: if to each you add £70, A's will become $\frac{3}{4}$ of B's. Required each.

18. There is a rectangle of which the length is three times the breadth. If the length be increased by 10 feet, and the breadth be diminished by 3 feet, the area will be unchanged. Required the dimensions.

E.—DEPARTMENT OF DRAWING.

Drawing in Outline from the Flat.

Make a careful copy of the accompanying portion of the human figure, the same size as the original; or, make a careful drawing of the accompanying vase as large again as the original.

F.—MUSIC.

See Page 34.

SPECIAL SUBJECTS.

SENIOR.

A. 1.—LATIN.

Examiner—Principal Sir A. GRANT.

1. Translate, and illustrate with notes where necessary :—

Non ebur neque aureum
  Mea renidet in domo lacunar ;
Non trabes Hymettiæ
  Premunt columnas ultima recisas
Africa ; neque Attali
  Ignotus heres regiam occupavi ;
Nec Laconicas mihi
  Trahunt honestæ purpuras clientæ :
At fides et ingeni
  Benigna vena est, pauperemque dives
Me petit ; nihil supra
  Deos lacesso, nec potentem amicum
Largiora flagito,
  Satis beatus unicis Sabinis.
Truditur dies die,
  Novæque pergunt interire lunæ.
Tu secanda marmora
  Locas sub ipsum funus, et sepulcri
Immemor struis domos
  Marisque Baiis obstrepentis urges
Summovere littora,
  Parum locuples continente ripa.
Quid, quod usque proximos
  Revellis agri terminos et ultra
Limites clientium
  Salis avarus ? Pellitur paternos
In sinu ferens deos
  Et uxor et vir sordidosque natos ;
Nulla certior tamen
  Rapacis Orci fine destinata
Aula divitem manet
  Herum. Quid ultra tendis ? Æqua tellus

Pauperi recluditur
  Regumque pueris, nec satelles Orci
Callidum Promethea
  Revexit auro captus. Hic superbum
Tantalum atque Tantali
  Genus coërcet; hic levare functum
Pauperem laboribus
  Vocatus atque non vocatus audit.

2. Translate:—

Altera sententia est, quæ definit amicitiam paribus officiis ac voluntatibus. Hoc quidem est nimis exigue et exiliter ad calculos vocare amicitiam, ut par sit ratio acceptorum et datorum: divitior mihi et adfluentior videtur esse vera amicitia nec observare restricte ne plus reddat quam acceperit; neque enim verendum est ne quid excidat aut ne quid in terram defluat aut ne plus æquo quid in amicitiam congeratur. Tertius vero ille finis deterrumus, ut, quanti quisque se ipse faciat, tanti fiat ab amicis; sæpe enim in quibusdam aut animus abjectior est aut spes amplificandæ fortunæ fractior: non est igitur amici talem esse in eum, qualis ille in se est, sed potius eniti et efficere, ut amici jacentem animum excitet inducatque *in* spem cogitationemque meliorem. Alius igitur finis veræ amicitiæ constituendus est, si prius, quid maxime reprehendere Scipio solitus sit, dixero: negabat ullam vocem inimiciorem amicitiæ potuisse reperiri quam ejus, qui dixisset ita amare oportere, ut si aliquando esset osurus; nec vero se adduci posse, ut hoc, quem ad modum putaretur, a Biante dictum esse crederet, qui sapiens habitus esset unus e septem: inpuri cuiusdam aut ambitiosi aut omnia ad suam potentiam revocantis esse sententiam. Quonam enim modo quisquam amicus esse poterit ei, cui se putabit inimicum esse posse? quin etiam necesse erit cupere et optare ut quam sæpissime peccet amicus, quo pluris det sibi tamquam ansas ad reprehendendum; rursus autem recte factis commodisque amicorum [necesse erit] angi, dolere, invidere.

3. Translate:—

Volvitur Euryalus leto, pulchrosque per artus
It cruor, inque humeros cervix collapsa recumbit:
Purpureus veluti cum flos, succisus aratro,
Languescit moriens, lassove papavera collo
Demisere caput, pluvia cum forte gravantur.
At Nisus ruit in medios, solumque per omnes
Volscentem petit; in solo Volscente moratur.
Quem circum glomerati hostes, hinc cominus atque hinc
Proturbant. Instat non secius, ac rotat ensem
Fulmineum; donec Rutuli clamantis in ore
Condidit adverso, et moriens animam abstulit hosti.

Tum super exanimem sese projecit amicum
Confossus, placidaque ibi demum morte quievit.
Fortunati ambo! si quid mea carmina possunt,
Nulla dies unquam memori vos eximet ævo:
Dum domus Æneæ Capitoli immobile saxum
Accolet, imperiumque pater Romanus habebit.

4. Translate into Latin:—

After this king Porsenna made war against the Latins, and his army was beaten, and fled to Rome; and the Romans received them kindly, and took care of those that were wounded, and sent them back safe to king Porsenna. For this the king gave back to the Romans all the rest of their hostages whom he had still with him, and also the land which they had won from the Veientians. So Tarquinius, seeing that there was no more hope of aid from King Porsenna, left Clusium and went to Tusculum of the Latins.

5. Write a life of Horace, quoting references from his own works.

6. Distinguish accurately the following words from each other:—*aliquis, ullus, quis quis, quis que, quivis, quicunque, quidam, quilibet, quisquam, quispiam.* Quote instances of their use.

7. Give instances of the use of—

(*a.*) The ablative of the agent.
(*b.*) The ablative of the instrument.
(*c.*) The supine in *um.*
(*d.*) The genitive of the object.

8. Translate the words *cui bono?* and illustrate the construction.

A. 2.—GREEK.

Examiner—Professor Blackie.

1. Translate:—

Οὔτε γὰρ ἱππεῖς ἦσαν τοῖς Ἕλλησιν, οὔτε οἱ πεζοὶ τοὺς πεζοὺς ἐκ πολλοῦ φεύγοντας ἐδύναντο καταλαμβάνειν ἐν ὀλίγῳ χωρίῳ· πολὺ γὰρ οὐχ οἷόν τε ἦν ἀπὸ τοῦ ἄλλου στρατεύματος διώκειν· Οἱ δὲ βάρβαροι ἱππεῖς καὶ φεύγοντες ἅμα ἐτίτρωσκον, εἰς τοὔπισθεν τοξεύοντες ἀπὸ τῶν ἵππων· ὁπόσον δὲ προδιώξειαν οἱ Ἕλληνες, τοσοῦτον πάλιν ἐπαναχωρεῖν μαχομένους ἔδει. Ὥστε τῆς ἡμέρας ὅλης διῆλθον οὐ πλέον πέντε καὶ εἴκοσι σταδίων, ἀλλὰ δείλης ἀφίκοντο εἰς τὰς κώμας. Ἔνθα δὴ πάλιν ἀθυμία ἦν. Καὶ Χειρίσοφος καὶ οἱ πρεσβύτατοι τῶν στρατηγῶν Ξενοφῶντα ᾐτιῶντο, ὅτι ἐδίωκεν ἀπὸ τῆς φάλαγγος, καὶ αὐτός τε ἐκινδύνευε καὶ τοὺς πολεμίους οὐδὲν μᾶλλον ἐδύνατο βλάπτειν. Ἀκούσας δὲ Ξενοφῶν ἔλεγεν ὅτι ὀρθῶς ᾐτιῶντο, καὶ αὐτὸ τὸ ἔργον αὐτοῖς μαρτυροίη. Ἀλλ' ἐγώ, ἔφη, ἀναγκάσθην διώκειν,

ἐπειδὴ ἑώρων ἡμᾶς ἐν τῷ μένειν κακῶς μὲν πάσχοντας, ἀντιποιεῖν δὲ οὐ δυναμένους.

2. Translate:—

Ὣς ἔφατ' εὐχόμενος· τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων·
Βῆ δὲ κατ' οὐλύμποιο καρήνων χωόμενος κῆρ,
Τόξ' ὤμοισιν ἔχων, ἀμφηρεφέα τε φαρέτρην·
Ἔκλαγξαν δ' ἄρ' ὀϊστοὶ ἐπ' ὤμων χωομένοιο,
Αὐτοῦ κινηθέντος· ὁ δ' ἤϊε νυκτὶ ἐοικώς·
Ἕζετ' ἔπειτ' ἀπάνευθε νεῶν, μετὰ δ' ἰὸν ἕηκε·
Δεινὴ δὲ κλαγγὴ γένετ' ἀργυρέοιο βιοῖο.
Οὐρῆας μὲν πρῶτον ἐπώχετο, καὶ κύνας ἀργούς·
Αὐτὰρ ἔπειτ' αὐτοῖσι βέλος ἐχεπευκὲς ἐφιεὶς,
Βάλλ'. αἰεὶ δὲ πυραὶ νεκύων καίοντο θαμειαί·
Ἐννῆμαρ μὲν ἀνὰ στρατὸν ᾤχετο κῆλα θεοῖο·
Τῇ δεκάτῃ δ' ἀγορήνδε καλέσσατο λαὸν Ἀχιλλεύς·

Parse the words—*καρήνων, κῆρ, κινηθέντος, ἤϊε, νυκτί, ἐπώχετο, ἀγορήνδε.*

3. In the above passage point out the instances in which the Homeric form of the word differs from that used in common Attic prose.

4. Translate and explain any peculiarity in these phrases:—

ἴσθι μέντοι ἀνόητος ὤν.
ἢ ὡς πολέμου ὄντος παρ' ὑμῶν ἀπαγγελῶ.
ἐμοὶ ὦ ἄνδρες, θυομένῳ ἱέναι ἐπὶ βασιλέα, οὐκ ἐγίγνετο τὰ ἱερά.
τί ἐμποδὼν μὴ οὐχὶ πάντα μὲν τὰ χαλεπώτατα ἀποθανεῖν. (Translate this into Latin.)

5. Translate *ad aperturam*:—

Σιμωνίδης ὁ ποιητὴς ἀφίκετό ποτε πρὸς Ἱέρωνα τὸν τύραννον. Σχολῆς δὲ γενομένης ἀμφοῖν, εἶπεν ὁ Σιμωνίδης, ἆρ' ἄν μοι ἐθελήσαις, ὦ Ἱέρων, διηγήσασθαι, ἃ εἰκὸς εἰδέναι σὲ βέλτιον ἐμοῦ; Καὶ ποῖα ταῦτ' ἐστὶν, ἔφη ὁ Ἱέρων, ὁποῖα δὴ ἐγὼ βέλτιον ἂν εἰδείην σοῦ οὕτως ὄντος σοφοῦ ἀνδρός; Οἶδά σε, ἔφη, ἐγὼ καὶ ἰδιώτην γεγενημένον, καὶ νῦν τύραννον ὄντα· εἰκὸς οὖν, ἀμφοτέρων πεπειραμένον, καὶ εἰδέναι σε μᾶλλον ἐμοῦ, πῇ διαφέρει ὁ τυραννικός τε καὶ ὁ ἰδιωτικὸς βίος εἰς εὐφροσύνας τε καὶ λύπας ἀνθρώποις. Τί οὖν, ἔφη ὁ Ἱέρων, οὐχὶ καὶ σὺ, ἐπεὶ νῦν γε ἔτι ἰδιώτης εἶ, ὑπέμνησας με τὰ ἐν τῷ ἰδιωτικῷ βίῳ; οὕτω γὰρ ἄν σοι οἶμαι μάλιστα ἐγὼ δύνασθαι δηλοῦν τὰ διαφέροντα εν ἑκατέρῳ.

6. Translate into Greek:—

The same summer, and at the same time that the expedition was made against the Plataeans, the Athenians marched with two thousand heavy-armed foot soldiers and two hundred horse against the Bottiaeans. Xenophon son of Euripides was general. When they arrived under the walls

of Spartolus in Bottiæa they destroyed the corn, and expected that the town also would surrender (προσχωρέω) to them. Those, however, who did not wish this, having sent to Olynthus, heavy-armed troops and others came for a garrison.

A. 3.—FRENCH.

Examiner—Dr. Clyde.

1. Translate into English :—

Rien de plus doux que de voyager seul, en pays inconnu, sans but précis, sans soucis récents ; toutes les pensées petites s'effacent. Sais-je si ce champ est à Pierre ou à Paul, si l'ingénieur est en guerre avec le préfet, si l'on se dispute ici sur un projet de canal ou de route ! Je suis bien heureux de n'en rien savoir ; je suis encore plus heureux de passer ici pour la première fois, de trouver des sensations fraîches, de ne point être troublé par des comparaisons et des souvenirs. Je puis considérer les choses par des vues générales, ne plus songer que ce sol est exploité par les hommes, oublier l'utile, ne penser qu'au beau, sentir le mouvement des formes et l'expression des couleurs.

Ce chemin même me semble beau. Quel air résigné dans ces vieux ormes ! Ils bourgeonnent et s'eparpillent en branches, depuis le pied jusqu' à la tête, tant ils ont envie de vivre, même sous cette poussière. Puis viennent des platanes lustrés, agitant leurs belles feuilles régulières. Des liserons blancs, des campanules bleues pendent au rebord des fossés. N'est-il pas étrange que ces jolies créatures restent ainsi solitaires, qu'elles soient destinées à mourir demain, que leur beauté n'ait fleuri que pour être admirée deux secondes !

2. Translate into English :—

O Bretagne ! ô Bretagne ! ô terre de granit !
Terre de ce passé que ma muse bénit !
O terre des esprits, terre des tristes ombres,
Des fantômes errant à travers les décombres !
Séjour des enchanteurs, des devins et des fées,
Du vieux barde fidèle au vieux luth des Orphées,
Inspirez-moi ! . . . Planez, aile du souvenir,
Afin que le passé me porte à l'avenir !
Afin que le présent, qui souffle sur ma flamme,
Me voyant loin de lui n'éteigne pas mon âme !
Que le froid réalisme, en ce moment vainqueur,
Me sachant hors d'atteinte, épargne aussi mon cœur.

3. Write out the plural of the nouns *eau, échec, faste, fer, gage, harde, lunette, ouïe, tablette, vacance,* and assign to each plural a meaning which the corresponding singular never has.

4. Write out the imperatives of *appeler, considérer, peler, savoir, s'effacer.*

5. Supposing it known that the subjunctive mood is to be used in a clause, state the considerations which determine what *tense* of that mood is to be selected.

6. What difference of meaning or usage arises according as the following verbs, *commencer, demander, s'efforcer, obliger, oublier,* take after them *à* or *de?*

7. Translate into French :—

Whatever idea we entertain of the principle which feels, thinks, and wills in each one of us, it is universally allowed that this principle undergoes, in some measure, the influence of the physical agents which surround us. The nerves which terminate in the brain, or rather which issue from it, and are thence distributed over all parts of the body, are every moment receiving the impression of surrounding nature, and transmitting it to the vital centre. We might therefore at once, and even though experience were not there to afford a demonstration, maintain that air, water, food, soil, latitude, the greater or less elevation of the places we live in, in one word, all those circumstances which we comprise under the general name of *climate,* must, in the long run, by slow but sure action, affect our moral nature, and diversify in a thousand ways our likings and our capacities. Here, however, we allow only a mere difference of degree; for at bottom, and in all that is essential, man remains everywhere and always identical with himself. There is in him a native force which, reacting against the operation of external causes, prevents that operation from degenerating into tyranny, and man from ever becoming the slave of external nature.

A. 4.—GERMAN.

Examiner—Dr. Clyde.

1. Translate into English :—

Wichtig ist es jedoch zu bemerken, dasz die alten Parsen nicht etwa nur das Feuer verehrt; ihre Religion ist durchaus auf die Würde der sämmtlichen Elemente gegründet, insofern sie das Daseyn und die Macht Gottes verkündigen. Daher die heilige Scheu, das Wasser, die Luft, die Erde zu besudeln. Eine solche Ehrfurcht vor allem, was den Menschen natürliches umgiebt, leitet auf alle bürgerliche Tugenden: Aufmerksamkeit, Reinlichkeit, Fleisz wird

angeregt und genährt. Hierauf war die Landescultur gegründet; denn wie sie keinen Flusz verunreinigten, so wurden auch die Canäle mit sorgfältiger Wassererspamisz angelegt und rein gehalten, aus derer Circulation die Fruchtbarkeit des Landes entquoll, so dasz das Reich damals über das zehnfache mehr bebaut war. Alles wozu die Sonne lächelte, ward mit höchstem Fleisz betrieben, vor anderm aber die Weinrebe, das eigentliche Kind der Sonne, gepflegt.

2. Translate into English :—

Wer möchte sich an Schattenbildern weiden,
Die mit erborgtem Schein das Wesen überkleiden,
Mit trügrischem Besitz die Hoffnung hintergehen ?
Entblöszt musz ich die Wahrheit sehen.
Soll gleich mit meinem Wahn mein ganzer Himmel schwinden,
Soll gleich den freien Geist, den der erhabne Flug
Ins gränzenlose Reich der Möglichkeiten trug,
Die Gegenwart mit strengen Fesseln binden ;
Er lernt sich selber überwinden,
Ihn wird das heilige Gebot
Der Pflicht, das furchtbare der Noth
Nur desto unterwürf'ger finden.
Wer schon der Wahrheit milde Herrschaft scheut,
Wie trägt er die Nothwendigkeit ?

3. Taking the above verb *überwinden* as an example, state the difference of accentuation, of meaning, and of conjugation according as the prefix is separable or inseparable.

4. Decline "erborgtem Schein" throughout the singular.

5. Distinguish between *kennen* and *wissen*, *ist gegründet* and *wird gegründet*, *ich bereue* and *es reut mich*, *der Bund* and *das Bund*, *der Hut* and *die Hut*.

6. Translate into German :—

Goodwife. (She spreads a napkin on the table, takes a bowl from the fire-place, lays a spoon beside it, and speaks meanwhile.) Sit down then, sit quietly down there, enjoy your breakfast with composure ! Now ! what 's the matter with you ? All these days past you 've been brooding, walking up and down, speaking little. If you have anything on your heart, out with it ! How can you conceal it from me ?

Goodman. There are so many things in the world to think of.

Goodwife. Yes, truly. Just now breakfast quietly. Then out into the field, look how the crops have recovered, and bring me good news. Sit you down, here is the spoon. (She compels him to sit down and eat.)

Goodwife. (In going out.) I don't understand what can be the matter with him. He has no longer any taste for his pipe. What

can that mean? It must be got out of him, and truly the sooner the better.

Goodman. (Stands up, looks cautiously round to see that his wife is away, fetches a six-foot measuring rod, and measures from the back of the apartment forwards.) Quite right! How will she be amazed when she learns that I am for pulling down the old house, that I am for building a new one, and that everything is even now ready!

B. 1.—ENGLISH.

Examiner—Professor MASSON.

1. What do you conceive to be the *purpose* or *moral* of "The Merchant of Venice." Bring this out by a sketch of the plot.

2. Describe any two of the characters of the Play, except Shylock.

3. Give the meanings and derivations of as many as you can of the following words in the Play:—*argosies, pageants, warranty, ducats, eanlings, gaberdine, doit, notary, caskets, incarnal, sand-blind, fill-horse, anon, gramercy, cater-cousins, masque, gormandise, beshrew, cerecloth, carrion, gondola, slubber, martlet, cozen, gossip, smug, turquoise, synagogue, counterfeit, braggart, magnificoes, tranect, moiety, predicament, patines, posy.*

4. Explain as many as you can of the following phrases and passages:—

"I should be still
Plucking the grass, to know where sits the wind."

"To see my wealthy Andrew dock'd in sand."

"Though Nestor swear the jest be laughable."

"Gratiano speaks an infinite deal of nothing, more than any man in all Venice."

"You know me well, and herein spend but time
To wind about my love with circumstance."

"Nor do I now make moan to be abridged
From such a noble rate."

"Which makes her seat of Belmont Colchos' strand."

"Therefore, be seated in the mean: superfluity comes sooner by white hairs, but competency lives longer."

"The County Palatine."

"What news on the Rialto?"

"When did friendship take
A breed for barren metal of his friend?"

"I speak too long; but 'tis to peize the time."

"he makes a swan-like end,
Fading in music."

"Here 's the scroll,
The continent and summary of my fortune."
"Welcome hither,
If but the youth of my new interest here
Have power to bid you welcome."
"In such a night
Stood Dido with a willow in her hand
Upon the wild sea banks and waft her love
To come again to Carthage."
"There 's not the smallest orb which thou behold'st
But in his motion like an angel sings."

5. Point out what is grammatically peculiar in the last-quoted passage, and in the following :—

"There is no vice so simple but assumes
Some mark of virtue on his outward parts."
"When they are fretten with the gusts of heaven."
"O wise and upright judge!
How much more elder art thou than thy looks."
"Are there balance here to weigh
The flesh."
"What these Christians are,
Whose own hard dealings teaches them suspect
The thoughts of others!"

Make any remarks on Shakespeare's habits of grammar which these instances may suggest, and quote any similar instances you remember in the Play.

6. How does Macaulay, in his Essay on Hallam, deal with the statement that Queen Elizabeth's severities against the Catholics and the Puritans were not religious persecutions, but only punishments of state-criminals?

7. What was the Long Parliament? Mention any one of the earliest proceedings of that Parliament, and give the tenor of Macaulay's criticism of Hallam's judgment thereon.

8. Give, in a sentence or two, the substance of Macaulay's remarks on the state of the Continental Governments at the time of the meeting of the Long Parliament.

9. Write a brief essay on this subject :—"The diffusion of the English language over the globe."

10. The following is an extract from a blank verse poem, printed as prose. Write it in its proper verse form :—

"Time flows—nor winds, nor stagnates, nor precipitates his course, but many a benefit borne on his breast for human-kind sinks out of sight, is gone, no one knows how; nor seldom is put forth an angry arm that snatches good away, never perhaps to reappear."

B. 2.—HISTORY AND GEOGRAPHY.

Ancient Rome.

1. What was the *Servian* Constitution; what was the occasion of its introduction; and what changes did it bring in?
2. Give a short account of Coriolanus and Caius Gracchus.
3. When were the *Licinian Laws* passed? What benefits did they confer on the common people of Rome?
4. Describe shortly the events in the *Second Punic* War.
5. What enemies did the Romans finally conquer at Sentinum, Beneventum, Zama, Magnesia Vercellæ?
6. Describe shortly the life of Julius Cæsar.
7. Describe the defeat of Quintilius Varus and its consequences.

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8. What modern countries were included in the Roman Empire at the death of Julius Cæsar?
9. Give the names and situations of the Italian peoples whom the Romans successively conquered.
10. Where are, and what do you know about,—Lilybæum, Agrigentum, Brundusium, Sybaris, Ostia, Clusium, Patavium, Syracuse, Tibur, and Præneste?
11. Describe the position of the city of Rome, naming the Seven Hills. Where were the *Campus Martius*, the *Forum*, the temple of *Jupiter Stator*, the *Comitium*, and the *Via Appia?*
12. How does the situation of Rome fit it to be the metropolis of a great empire?

B. 2.—HISTORY AND GEOGRAPHY.

Examiner—Mr. Lindsay.

France.

1. What French kings took part in the Crusades? What else do you know of these kings?
2. Trace shortly the course of events by which the great dukedoms of France came to lose their power, and the monarchy became strengthened.
3. What do you know about the *Massacre of St. Bartholomew*, the *Revocation of the Edict of Nantes*, the "*Frondeurs*," and the *Reign of Terror?*

4. When did the following men live, and what do you know about them :—Admiral Coligny, Cardinal Richelieu, Turenne, Vauban, Racine, Voltaire, Lafayette, Murat, and Soult ?

5. Where were the following battles fought, and what were their results :— Cerizoles, Pavia, Montcontour, Ivry, Fontenoy, and Valmy ?

6. Sketch briefly the history of Napoleon I. from his election as First Consul till the battle of Waterloo.

7. By what governments has France been ruled since the commencement of the present century ? Mention the chief incidents that have happened under any one of these.

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8. Name and describe the four river *basins* into which France is divided.

9. What are the chief seats of the silk and woollen manufactures?

10. Name and describe the principal towns on the banks of the Loire and its tributaries.

11. Where are Valenciennes, Cherbourg, Strasbourg, Abbeville, Rheims, Rochelle, Tours, Nismes, Angoulême, and Rouen ? For what is each noted ?

12. Describe carefully the coast-line from Calais to Bordeaux.

13. Where are Agincourt, Crecy, Versailles, St. Quentin, Poictiers, La Vendée, La Gironde ? What do you know of them ?

14. Describe the growth of the French power in Algeria.

C. 1.—MATHEMATICS.

Examiner—Professor KELLAND.

1. If by selling at 17s. a yard you lose 15 per cent. on the outlay, at what rate must you sell so as to gain 15 per cent ?

2. Reduce $\frac{1}{13}$ of a £ to the decimal of a guinea.

3. Add together $4\frac{1}{3}$, $5\frac{2}{5}$, $7\frac{5}{8}$, $11\frac{7}{12}$, and $15\frac{17}{24}$, exhibiting the resulting fraction in its lowest terms.

4. How many grains is an ounce of gold heavier than an ounce of butter—the one being Troy, the other Avoirdupois weight ?

5. Find the true present worth of £540 due seven months hence, interest at $3\frac{1}{2}$ per cent. per annum.

6. The angles at the base of an isosceles triangle are equal to one another, and if the equal sides be produced the angles on the other side the base are likewise equal.

7. Define a parallelogram and a square.

To describe a square upon a given straight line.

Show that the figure you have described satisfies both your definitions of a parallelogram and of a square.

8. If a straight line be divided into any two parts, the squares of the whole line and of one of the parts are equal to twice the rectangle contained by the whole line and that part, together with the square of the other part.

9. To divide a given straight line into two parts, so that the rectangle contained by the whole line and one of the parts may be equal to the square of the other part.

10. If in a circle two straight lines cut one another in a point which is not the centre, they cannot bisect each other.

11. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles made by this line with the line which touches the circle are equal to the angles in the alternate segments of the circle.

12. To describe an isosceles triangle so that each of the angles at the base shall be double the third angle.

13. Multiply x^3-3x^2+x-1 by $1+2x-x^2$.

14. Divide $x^3+4x^2y+3xy^2+12y^3$ by $x+4y$; and give the value of the quotient when $x=-2$, $y=-1$.

15. Express as single fractions in their lowest terms—

(1.) $\dfrac{a}{a-b}+\dfrac{b}{b-a}$.

(2.) $\dfrac{2}{a-b}-\dfrac{2}{a+b}-\dfrac{4a}{a^2-b^2}$.

(3.) $\dfrac{a^2-b^2-c^2+2bc}{a^2+b^2-c^2+2ab}$.

16. Solve the following equations :—

(1.) $\dfrac{x-1}{2}-\dfrac{x-3}{4}+\dfrac{x-5}{6}=4$.

(2.) $\sqrt{(x+10)}+\sqrt{(x-10)}=10$.

(3.) $\dfrac{1}{x-1}+\dfrac{2}{x-2}+\dfrac{3}{x-3}=\dfrac{6}{x}$.

17. A and B run a race. B, who runs slower than A by a mile in 5 hours, starts first by $2\frac{1}{2}$ minutes, and they get to the 5-mile stone together. Required their rates of running.

18. Two sides of a triangle are 54 and 24. The log. of the sine of the angle opposite the latter is 9·64782. Required the angle opposite the former.

Given log. 2 = ·30103, log. 3 = ·47712.

D. 1.—CHEMISTRY.

Examiner—Professor A. CRUM BROWN.

1. What is the composition of common salt? How is hydrochloric acid prepared from common salt?

2. What are the general character of acids? Illustrate them by means of examples.

3. What are the essential constituents of atmospheric air? How is air proved to be a mixture and not a chemical compound?

4. What are the substances whose presence renders water hard? What is the action of soap on these substances?

5. Which of the following salts are soluble in water:—potassic sulphate, plumbic sulphate, argentic sulphate, potassic chloride, plumbic chloride, argentine chloride?

D. 2.—NATURAL HISTORY.

Examiner—Professor ALLMAN.

(*a.*) ZOOLOGY.

1. Describe the locomotive apparatus of a sea urchin, and its mode of action.

2. Name the Sub-kingdom and class to which the formers of Coral Reefs belong, and mention some representatives of this class from the British Seas.

3. Describe the mode of respiration in an insect.

4. Describe the chief peculiarities in the respiration of birds.

5. Describe the peculiarities in the dentition of a Rodent, and give some familiar examples of this order.

6. Name the Sub-kingdom, Class, and Order to which the common mussel belongs.

7. Enumerate the principal differences between a gasteropodous and a lamellibranchiate Mollusc.

(*b.*) GEOLOGY.

8. Mention the stratigraphical position of the Trias, and cite some of the characteristic fossils of this group of rocks.

9. What are the leading subdivisions of the Carboniferous rocks? Mention the position of the Carboniferous rocks on the earth's crust.

10. Define the terms *Dip* and *Strike*.
11. State the leading differences between Aqueous and Igneous rocks.

D. 3.—BOTANY.

Examiner—Professor BALFOUR.

1. What kind of vessels may be said to characterize cone-bearing plants? and what vessels characterize ferns?
2. Describe the tubes of the potato, the bulb of the lily, and the corm of the crocus.
3. Give the characters of an endogenous stem, and mention an example.
4. Divide leaves into three classes according to their venation.
5. What is meant by the fraction $\frac{3}{8}$ as applied to Phyllotaxis?
6. What is meant by a pinnate, pinnatifid, and palmatifid leaf?
7. What is meant by stipules? Give an example.
8. Describe the process of reproduction in a flowering plant, from the scattering of the pollen to the formation of the embryo.
9. Describe the inflorescence of the hazel and of the fig.
10. What is meant by a cyme? Give an example.
11. What is meant by a monochlamydeous plant? Give an example.
12. What is meant by a pistillate flower? Give an example.
13. Explain the terms Tetradynamous, Polyadelphous, Apocarpous, and Loculicidal.
14. Describe an anatropous obule.
15. Describe the fruit of the strawberry, the raspberry, and the mulberry.
16. What are the parts of an exogenous embryo?
17. Refer plant 1 in its Linnean class and order, and its natural class, sub-class, and order.
18. Refer plant 2 in its Linnean class and order, and its natural class and sub-class. Describe its stamens and their appendages.
19. Refer plant 3 in its Linnean class and order, and describe its fruit.
20. Refer plant 4 in its Linnean class and order, and to its natural class and sub-class. Mention a peculiarity in its petals, and give the character of its fruit.

D. 4.—PHYSIOLOGY.

1. What are the conditions required for perfect digestion in the human stomach?

2. Describe the course of the circulation of the blood, beginning and ending with the left ventricle. To what different changes is the blood subject in this round?

3. What are the *sympathetic nerves?* and what are their special functions?

4. How would you distinguish voluntary motion from muscular contractility?

5. How would you distinguish dreaming from somnambulism?

E.—DEPARTMENT OF DRAWING.

A.—Drawing from the Flat, or from a Model, with Light and Shade.

Make a carefully shaded drawing of the accompanying head from the Flat, or object from the Model. In shading the object, make the parts where it is required look as round as possible, by taking care that the bright and reflected lights, as well as the shadows, occupy their respective places.

B.—Drawing in Perspective.

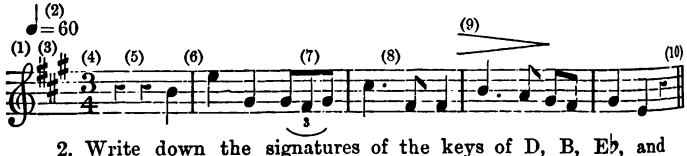
Make a careful drawing of the accompanying Box (as large as is convenient), placed upon a table at an angle or cornerwise to the candidate. Let the lid be raised about three inches. Take care that the lines converge properly, and shade the whole to make the drawing look as like the box as possible.

F.—MUSIC.

Examiner—Professor Oakeley.

N.B.—*Junior Candidates take the questions above the line.*

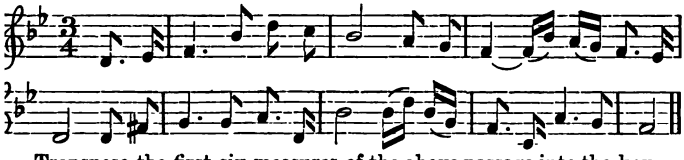
1. Explain the signs used in the following passage:—



2. Write down the signatures of the keys of D, B, E♭, and G♭ major, and of their relative minors. Write out at length the

scale of C minor (ascending and descending), inserting the signs where they are required.

3. What is the meaning and use of Modulation? Determine the keys used in the following passage :—



Transpose the first six measures of the above passage into the key which is one whole tone lower than the key of its signature.

4. What is the meaning of $\frac{3}{8}$, $\frac{2}{4}$, or ¢ placed after the clef at the commencement of any passage?

Write down a short passage of not less than six measures, before which $\frac{6}{8}$ may be placed, using notes of different lengths and rests.

Or, write down any Psalm tune you can recollect.

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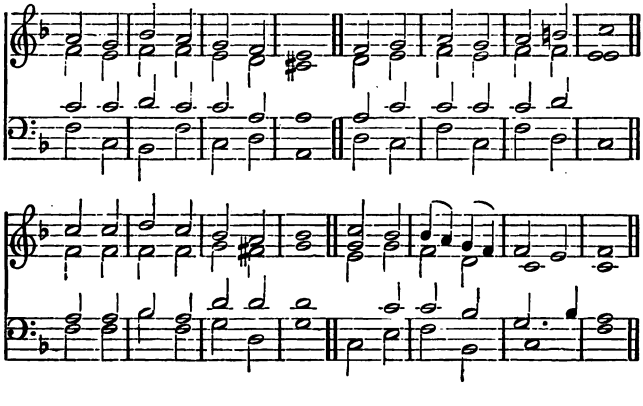
5. What are the principal rules to be observed in the progression of parts in harmony? Write down a few bars of harmony for four voices. What are the four registers of voice?

6. Write down in the key of C major the common chord, the chord of the sixth, and the chord of the sixth and fifth with its resolution.

7. Name the succession of Chords in the following chorale :—



University of Edinburgh.

LOCAL EXAMINATIONS.

REGULATIONS FOR THE YEAR 1871.

The Examinations will commence on Tuesday, June 19, 1871, *at Nine o'clock* A.M.

I.—EXAMINATION OF (JUNIOR) CANDIDATES FOR ORDINARY CERTIFICATES.

Candidates for Ordinary Certificates must be above thirteen and under sixteen years of age on the day when the Examination begins.

1. Common Subjects.

All Candidates for Ordinary Certificates must undergo a satisfactory Examination in the following subjects, viz.:—

1. *English.*—Reading aloud, with proper accent and emphasis, some passage from an English author. Writing from Dictation. The Elements of English Grammar and Analysis. English Composition: the structure of sentences.

2. *History and Geography.*—The Outlines of English and Scottish History down to the death of Elizabeth.

The General Geography of North and South America. The Candidate will also be required to fill in an outline Map of some part in the work prescribed, marking the mountain chains, the rivers, the coast features, and the chief towns.

3. *Latin.*—Grammar; with a passage from Cæsar *De Bello Gallico*, Book I., for translation into English, and parsing.

*** In the case of Female Candidates, Latin will be optional.

4. *Elementary Arithmetic.*

5. *Scripture History.*—The First and Second Books of Kings, and the Acts of the Apostles.

*** This part of the Examination will not be required in the case of Candidates whose Parents or Guardians decline it *on conscientious grounds.*

2. Special Subjects.

With the foregoing *common* subjects must be conjoined at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the following Departments (indicated respectively by the letters A, B, C), viz., Languages; English Literature; Mathematics and Natural Philosophy.

A.—Department of Languages.

1. *Latin.*—A passage from Cæsar *De Bello Gallico*, Book IV., and Virgil, *Æneid*, Book I., for translation into English, with grammatical and general questions.

An easy passage of English, with the more uncommon Latin words supplied, for translation into Latin.

2. *Greek.*—A passage from Xenophon, *Anabasis*, Book I., and from *The Acts of the Apostles*, for translation into English, with grammatical and general questions.

3. *French.*—A passage from Pelletan's *Le Pasteur de Désert*, ch. i.-xii., for translation into English, with questions on the accidence of French Grammar.

An easy English passage for translation into French.

4. *German.*—A passage from Andersen's *Bilderbuch ohne Bilder*, for translation into English, with questions on the accidence of German Grammar.

An easy English passage for translation into German.

B.—Department of English Literature.

1. *English.*—(*a.*) Passages from Scott's *Lay of the Last Minstrel*, and from an English book not previously prescribed, for parsing and analysis, with questions on the portions of the Poem prescribed, including Etymology of Words. (*b.*) Composition; Narration and Description in Prose.

2. *History and Geography.*—England and Scotland, as given in the ordinary School-books.

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Arithmetic. Euclid, Books I. II. The Elements of Algebra, as far as Simple Equations.

2. *Natural Philosophy.*—The *Properties of Matter*. The *Parallelogram of Forces* and the *Mechanical Powers*.

A general knowledge of the Earth's dimensions and figure; the cause of the Seasons; the distances, motions, and physical character of the Heavenly Bodies.

Such information may be gained from the following among other works:—*Tracts by the Society for the Diffusion of Useful Knowledge;* Newth's *First Book of Natural Philosophy;* Carpenter's *Mechanical Philosophy.*

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the two indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—Department of Drawing.

Drawing in Outline from the Flat.

F.—Department of Music.

The Grammar of Music.

Candidates who satisfy the conditions of the preceding Programme will receive an Ordinary Certificate, signed by the Vice-Chancellor of the University. The Certificate will specify the subjects in which the Candidate has satisfied the Examiners.

II. Examination of (Senior) Candidates for Honorary Certificates.

Candidates for Honorary Certificates must be above fourteen, and under eighteen years of age, on the day when the Examination begins: Female Candidates must be under twenty years of age.

1. Common Subjects.

The *common* subjects already specified as necessary in the cases of all Candidates for the Ordinary Certificates shall be required from every applicant for the Honorary Certificate, unless he is the holder of an *Ordinary Certificate*, when further examination in these subjects will be dispensed with.

2. Special Subjects.

With the foregoing *common* subjects (or with the Certificate) must be conjoined a satisfactory examination in at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the Departments indicated by the letters A, B, C, and D.

A.—Department of Languages and Literature.

1. *Latin.*—Passages from Horace, *Odes*, Books I. and III.; and Livy, ch. xxiii., for translation into English; with grammatical and general questions. Candidates must also translate from English into Latin. A passage from some Latin book not previously prescribed will be given for translation into English.

2. *Greek.*—Passages from Homer, *Iliad*, Book I., and Xenophon, *Anabasis*, Books II. and III., for translation into English; with grammatical and general questions. An easy passage from some other Greek author, to be translated into English. A piece of simple English prose, with the more uncommon words supplied, will be given for translation into Greek.

3. *French.*—*Ad aperturam* translation and retranslation, with questions on the accidence and the syntax of French Grammar.

4. *German.*—*Ad aperturam* translation and retranslation, with questions on the accidence and the syntax of German Grammar.

B.—Department of English.

1. *English.*—(*a.*) Shakspeare's *Macbeth*, with Grammatical and Philological Questions. (The Clarendon Press Edition is recommended.) (*b.*) Macaulay's *Essay on Hallam's Constitutional History*. (Published separately.)

2. *History and Geography.*—France; or Ancient Greece.

C.—DEPARTMENT OF MATHEMATICS AND NATURAL PHILOSOPHY.

1. *Mathematics.*—Higher Arithmetic. Euclid, Books I.-IV. Algebra to Quadratics. Logarithms, and their application to Trigonometry.

2. *Natural Philosophy.*—Elements of *Mechanics*, and of *Experimental Physics.* (Goodwin's *Mechanics*, and Ganot's *Experimental Physics* may be consulted.)

D.—DEPARTMENT OF CHEMISTRY AND NATURAL HISTORY.

1. *Chemistry.*—The general principles of Chemistry, including a good practical understanding of Equivalents. The Chemistry of the more common metals. The Chemistry of the substances used as food. The testing of the common bases and acids will be required. (Roscoe's *Chemistry*, and Johnston's *Chemistry of Common Life*, may be consulted.)

2. *Natural History.*—The structural and physiological characters of the sub-kingdoms and classes of Animals.

The order of succession of the British Sedimentary Rocks, and the general characters and geological distribution of Organic Remains. (Dallas's *Manual of Zoology*, and Page's *Text-book of Geology*, may be consulted.)

3. *Botany.*—Botanical Organography. Functions of Leaves and Flowers. Process of Fertilization in Flowering and in Flowerless Plants. Demonstration of orders, Ranunculaceæ, Cruciferæ, Caryophyllaceæ, Leguminosæ, Rosaceæ, Umbelliferæ, Compositæ, Labiatæ, Liliaceæ, and Grasses, in conspicuous specimens. General Distribution of Plants in Britain. (Balfour's *Elements of Botany* may be consulted.)

4. *Physiology.*—General questions on the processes of Nutrition, Secretion, Circulation, and the Nervous system, in themselves, and in their application to Health. (Bennett's *Outlines of Physiology*, or Huxley's *Lessons in Elementary Physiology*, may be consulted.)

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the *two* indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—DEPARTMENT OF DRAWING.

(*a.*) Drawing from the Flat, or from a Model, with light and shade.
(*b.*) Drawing in Perspective.

Candidates may undertake either or both of these Sections.

F.—DEPARTMENT OF MUSIC.

The Grammar of Music and the Principles of Musical Composition.

Candidates who satisfy the conditions of this Programme will receive an HONORARY CERTIFICATE, signed by the Vice-Chancellor of the University, specifying the subjects in which the Candidate has passed.

*** By a regulation of the General Medical Council, Certificates granted at the Edinburgh University Local Examinations to *Senior* Can-

didates exempt the holders for such subjects as are mentioned in the Certificate from the Medical Preliminary Examinations in any University or Medical School in the United Kingdom.

*** Candidates may, if they prefer it, take the *Common Subjects* alone, and leave the *Special Subjects* they mean to be examined upon until another year. All such Candidates will be registered as having passed in the Common Subjects, and will be entitled to an Examination on the Special Subjects they profess, *without an additional fee*, in some following year. But no Candidate will receive a Certificate until he has passed in at least two Special Subjects.

The successful Candidates, under the preceding Programmes of Examination, will be ranked in two Divisions, named A and B. Candidates who pass in not less than *three special* subjects will be placed in Division A. Those who pass in *two special* subjects only will be placed in Division B. Candidates in each Division will be ranked in two classes. In determining the order of merit, the aggregate of marks gained will be taken; but in the case of Candidates who take *more than three* special subjects, no marks will be given for such additional subjects unless the Candidate has gained more than 40 per cent. of the attainable marks; and the marks added from such additional subjects will be the aggregate marks gained, *minus* 40 per cent. The same rule holds with Drawing and Music.

Candidates will be examined in Edinburgh, and in such other places as the Board may appoint.

*** A Local Centre will be established for any school undertaking to send up yearly not fewer than six Candidates.

All necessary information may be obtained by applying to the Secretary to the Board at the University.

Printed forms, in which Candidates are to make application, will be prepared by the 1st May 1871, and must be returned duly filled up to the Secretary in Edinburgh before the 1st June following.

Fees.—Every Candidate for a Junior Certificate is required to pay a fee of 20s.; every Candidate for a Senior Certificate, a fee of 30s.,—excepting in the case of those who have previously obtained a Junior Certificate, when the fee will be 20s. These fees must be paid on or before the 15th June 1871. No fee can be returned under any circumstances.

By order of the Board,

Thomas M. Lindsay, M.A.,
Secretary.

1*st May* 1870.

GENERAL ARRANGEMENTS FOR THE EXAMINATIONS.

A.—Duties of Local Committee.

The Board of Management of the Edinburgh University Local Examinations undertake to establish a Centre for any School upon the following conditions:—

1. Not fewer than *six* Candidates must present themselves to be examined.

Candidates who have already passed in the Common Subjects, and who come up a second time for examination in the Special Subjects without additional Fee, cannot be reckoned among the six Candidates necessary to make a Centre.

2. A Local Committee of those interested in the School will make themselves responsible for the proper management of the Examinations.

3. Some gentleman residing in the neighbourhood, but unconnected with the School, will act as Local Examiner.

The Board of Management would prefer a Local Examiner who is a Member of the University Council, or one connected with the University. They give for the work a Fee of Two Guineas.

4. The names of the Candidates, with the subjects they profess, must be sent in to the Secretary, and the Fees paid on or before the days appointed.

5. All expenses, if any, incident to the Examination in each Local Centre are to be borne by the Local Committee.

6. The Local Committee will therefore provide suitable Rooms, Desks, etc., and make all other necessary arrangements for the accommodation of the Candidates during the Examination.

7. These arrangements are subject to the approval of the Superintending Examiners, who will see that they are such as to secure the convenience of the Candidates, and at the same time to prevent them from improperly referring to books or papers, or from communicating with each other.

8. It is desirable that a Lady Superintendent should be present where there are female Candidates.

9. The paper, both for Writing and Drawing, is provided by the University. Other materials for Writing are found by the Local Committee. Each Candidate should be supplied with two or three sheets of blotting-paper, and a separate inkstand. Each should bring his own pens.

10. All surplus paper should be returned to Edinburgh, as soon as the Examination is over.

11. The Local Committee should arrange so that at least one of their number may attend in the Examination Rooms, to assist the Examiner in superintending the Candidates, particularly at the time when he is engaged in hearing the Candidates read aloud.

B.—Duties of the Local Examiner.

12. No one except the Examiner himself can be permitted to communicate in any way with the Candidates while they are engaged in their work. If any questions be asked by the Candidates, with reference to their papers, the Examiner must decline to give any explanation which might serve to assist one Candidate more than another.

13. The Examiner will see that each Examination is commenced and concluded punctually at the hours appointed in the Time-Table. The paper, etc., should be distributed for the use of the Candidates at least *five minutes* before the hour fixed for the commencement of the Examinations.

14. The printed papers of questions on each subject are put up in separate sealed packets; and the subject of each paper, and the time allotted to it, are stated on the outside, corresponding with the divisions of the Time-Table. The Examiner is requested to keep the papers locked up, and not to open any packet before the time when the paper is to be given out.

15. Before the Examination commences, the Examiner is requested to see that each Candidate has a copy of the Time-Table, with his or her proper number marked upon it; and to call attention specially to the directions and cautions printed on the back of it. It may be advisable, for this purpose, to assemble all the Candidates half an hour before the time fixed for the opening of the Examination.

16. At the end of the time allowed for each paper, the Candidates are to bring their written papers *unfolded* to the Examiner. He is requested to see that each Candidate has marked his or her proper Number and Centre on each sheet, and then to have them arranged in the numerical order of the Candidates, and labelled on the outside with the name of the Centre and the subject of the exercise.

17. The Examiner will consult his own convenience in fixing the time for hearing the Candidates read aloud. About *six minutes* will be sufficient for each Candidate. The Examiner is requested to take 100 marks as representing the maximum of excellence attainable by a very good reader, and to assign to each Candidate such a proportion of this number as his performance shall seem to deserve.

C.—Candidates in Drawing.

18. Candidates in Drawing should provide themselves with the following articles:—

1. A Drawing Board.
2. Eight drawing pins, pencils, and all other necessary materials, *except paper*, which will be provided by the Board.

It is left to the discretion of the Examiner to give out the Exercise in Drawing at such times as the Candidates are not otherwise engaged.

No Drawing, when once commenced, is to be removed from the Examination-room.

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19. Each Examination-room should be provided with a Clock, so placed as to be within sight of all the Candidates.

N.B.—In case of any defect or difficulty in the arrangements, the Examiner is requested to communicate at once by telegraph with the Secretary at Edinburgh, at the University.

THOMAS M. LINDSAY, M.A.,
Secretary to the Board of Management.

University of Edinburgh,
July 1870.

EXAMINERS.

A.—Department of Languages.

(1.) *Classics.*

Principal SIR A. GRANT, Bart.
JOHN S. BLACKIE, Professor of Greek.
W. Y. SELLAR, LL.D., Professor of Humanity.

(2.) *Modern Languages.*

THEODORE AUFRECHT, M.A., Professor of Sanscrit.
JAMES CLYDE, M.A., LL.D., late Classical Examiner to the University.

B.—Department of English.

ALEX. C. FRASER, M.A., Professor of Logic and Metaphysics.
DAVID MASSON, M.A., Professor of Rhetoric and English Literature.
THOMAS M. LINDSAY, M.A., Examiner in Mental Philosophy to the University.

C.—Department of Mathematics and Natural Philosophy.

PHILIP KELLAND, M.A., Professor of Mathematics.
P. G. TAIT, M.A., Professor of Natural Philosophy.
J. U. HILLHOUSE, M.A., Assistant to the Professor of Mathematics.

D.—Department of Chemistry and Natural History.

A. C. BROWN, M.D., Professor of Chemistry.
G. J. ALLMAN, M.D., Professor of Natural History.
J. H. BALFOUR, M.D., Professor of Botany.
ARTHUR GAMGEE, M.D.
H. ALLEYNE NICHOLSON, Sc.D., M.D.

E.—Drawing.

MISS ASHWORTH.

F.—Music.

H. S. OAKELEY, M.A., Professor of the Theory of Music.

LOCAL SECRETARIES.

Inverness,.....WM. EADIE, Esq., M.A., Royal Academy.
Newton-Stewart, ...JOHN ST. CLAIR, Esq., Ewart Institute.
Greenock,.....JOHN GRAHAM, Esq., B.A., Collegiate School.
Elgin, ...JAMES FERGUSON, Esq., M.D.
Dunse, ...JAMES WOOD, Esq., Wellfield Academy.
Wigtown,.....JAMES W. HUSBAND, Esq.
Wick, ...ROBERT MUIR, Esq., Pulteneytown.
Lerwick, ...NATHANIEL LEASK, Esq., M.A.

Edinburgh University Local Examinations.

CLASS LISTS

FOR THE YEAR

1870.

DIVISION AND CLASS LISTS.

In determining these Classes, the marks gained for the Special Subject are alone taken into account. The Common Subjects are merely Pass Subjects. All Candidates who pass in two Special Subjects only, are put into Division B. Candidates who pass in more than two Special Subjects are put into Division A. The place which the Candidate occupies in each Division depends on the aggregate number of marks obtained. But in the case of Candidates who take more than three Special Subjects, while the full marks gained in the three Special Subjects in which the Candidate stands highest are taken, only those marks which are above 40 per cent. of the attainable marks are added from any additional Subject. The Letters and Numbers in italics after each Name, indicate the Special Subjects in which the Candidate is placed in the First Class, irrespectively of his place in the General List.

SENIOR CANDIDATES—MALE.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

No.	Centre.	Name.	Age.	School.
4	Inverness, . .	**Maciver, Donald,** *A1, A2, B1, C1,* .	16	Royal Academy, Inverness.
2	Inverness, . .	**Grant, William A.,** *C1,* . . .	16	Royal Academy, Inverness.
14	Edinburgh, . .	**Carter, Robert,** *B1, C1, E,* . . .	15	Cauvin's Institution, Duddingstone.
3	Dunse, . . .	**Henderson, George,** *A1, A2, C1,* . .	15	Wellfield Academy, Dunse.

SECOND CLASS—IN ORDER OF MERIT.

No.	Centre.	Name.	Age.	School.
1	Dunse, . . .	**Cockburn, Thomas,** *A1, A2,* . .	17	Wellfield Academy, Dunse.
7	Inverness, . .	**Macritchie, Donald,** *C1,* . . .	17	Royal Academy, Inverness.
2	Dunse, . . .	**Dove, Thomas,** *A1, A2,* . . .	16	Wellfield Academy, Dunse.
5	Inverness, . .	**Maclean, Roderick Alexander,** *C1,* .	14	Royal Academy, Inverness.
1	Wigtown, . . .	**Agnew, Andrew David Carnegie,** *A1,* .	14	Normal School, Wigtown.

6	Inverness,	**Macritchie, Andrew J.**, *C1*,		14	Royal Academy, Inverness.
4	Dunse,	**Lyall, Alexander**,		16	Wellfield Academy, Dunse.
2	Wigtown,	**Husband, Peter Fair**, *A1*,	EQUAL,	16	Normal School, Wigtown.
15	Edinburgh,	**Simpson, William Tait**, *B1*,		14	Cauvin's Institution, Duddingstone.
3	Inverness,	**Hill, Edward Roussell**, *C1*,		15	Royal Academy, Inverness.
1	Greenock,	**Kincaid, William C.**,		15	Collegiate School, Greenock.

DIVISION B.—FIRST CLASS—IN ORDER OF MERIT.

Vacant.

SECOND CLASS—IN ORDER OF MERIT.

9	Inverness,	**Peterkin, Alfred**,	15	Nairn Academy.
8	Inverness,	**Mann, Hugh William**,	14	Royal Academy, Inverness.
1	Inverness,	**Gordon, William K.**,	17	Nairn Academy.

JUNIOR CANDIDATES—MALE.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

5	Lerwick,	**Dalziel, Francis L.**, *A1, B1, C1, F*,		15	Educational Institute, Lerwick.
6	Lerwick,	**Leask, John**, *A1, B1, C1*,		13	Educational Institute, Lerwick.
7	Lerwick,	**Mattinson, Miles Walker**, *A1, B1, B2, C1*,		15	Educational Institute, Lerwick.
5	Wigtown,	**Husband, Benjamin**, *A1, A3, B1, C1*,		12	Normal School, Wigtown.
13	Inverness,	**Baillie, Duncan C.**, *A1, B1, C1, E*,	EQ.	13	Royal Academy, Inverness.
5	Edinburgh,	**Thompson, John G.**, *A1, B2, C1*,		14	Heriot's Hospital, Edinburgh.
2	Edinburgh,	**Cameron, Peter**, *A1, A3, B2, C1*,		14	Heriot's Hospital, Edinburgh.
3	Edinburgh,	**Gray, Robert**, *B2, C1*,		13	Heriot's Hospital, Edinburgh.

SECOND CLASS—IN ORDER OF MERIT.

No.	Centre.	Name.	Age.	School.
23	Inverness,	**Macrae, John,** *C1,*	15	Royal Academy, Inverness.
14	Inverness,	**Carruthers, John Ferguson,** *A1, C1,*	12	Royal Academy, Inverness.
15	Inverness,	**Clunas, George John,** *A1, B1, E,*	15	Nairn Academy, Nairn.
4	Edinburgh,	**Johnston, James Hood Wilson,** *A1,*	15	Heriot's Hospital, Edinburgh.
4	Elgin,	**Mackenzie, David James,** *B1, B2,*	15	Weston-House School, Elgin.
21	Inverness,	**Mackintosh, John,** *C1,*	15	Royal Academy, Inverness.
24	Inverness,	**Murray, Thomas,** *C1,*	15	Royal Academy, Inverness.
4	Greenock,	**Prentice, Thomas,** *A1,*	13	Collegiate School, Greenock.
7	Wigtown,	**Nimmo, James M'Clymont,** *A1, B1,*	14	Normal School, Wigtown.
19	Inverness,	**Lamont, William Esplin,**	14	Royal Academy, Inverness.
6	Greenock,	**Broadfoot, William Alison,**	15	Collegiate School, Greenock.
5	Wick,	**Crowe, John Tudor,** *A1, B2,*	15	Pulteneytown Academy.
6	Wigtown,	**Heron, Frederick,** *B1,*	13	Normal School, Wigtown.
5	Elgin,	**Skinner, John M.,**	15	Weston-House School, Elgin.
20	Inverness,	**Mackintosh, James,**	14	Royal Academy, Inverness.
18	Inverness,	**Hunter, John J. B.,**	13	Nairn Academy, Nairn.
3	Wigtown,	**M'Knaught, Thomas,** *B1,*	13	Normal School, Wigtown.
3	Elgin,	**Duncan, James Newton,**	14	Weston-House School, Elgin.
3	Greenock,	**Macalister, Daniel,**	14	Collegiate School, Greenock.
5	Greenock,	**Stark, James,**	13	Collegiate School, Greenock.
25	Inverness,	**Shortt, William Henry,**	12	Royal Academy, Inverness.
26	Inverness,	**Stewart, John Robert,**	15	Royal Academy, Inverness.
16	Inverness,	**Falconer, John M.,**	14	Nairn Academy, Nairn.
4	Wigtown,	**Brown, John,**	13	Normal School, Wigtown.
17	Inverness,	**Hendrie, William,**	16	Royal Academy, Inverness.
7	Elgin,	**Wane, James B.,**	13	Weston-House School, Elgin.
2	Greenock,	**Hill, George,**	14	Collegiate School, Greenock.

DIVISION B.—FIRST CLASS—IN ORDER OF MERIT.

7	Dunse,	**Cunningham, James,** *A1, C1,*	Eq.,	14	Wellfield Academy, Dunse.
9	Dunse,	**Henderson, John Stuart,** *A1, C1,*		14	Wellfield Academy, Dunse.
11	Dunse,	**Johnston, George** *B1,*		14	Wellfield Academy, Dunse.

SECOND CLASS—IN ORDER OF MERIT.

22	Inverness,	**Mackintosh, Robert,**	14	Royal Academy, Inverness.
14	Dunse,	**Young, G. J.,** *B1,*	13	Wellfield Academy, Dunse.
6	Dunse,	**Caverhill, Thomas Francis S.,** *C1,*	15	Wellfield Academy, Dunse.
8	Dunse,	**Henderson, George,**	15	Wellfield Academy, Dunse.
12	Dunse,	**Lyall, Alexander,**	14	Wellfield Academy, Dunse.
10	Dunse,	**Hunter, James A. A. King,**	15	Wellfield Academy, Dunse.

SENIOR CANDIDATES—FEMALE.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

9	Edinburgh,	**Helm, Isabella,** *A4, B1, B2,*	20	Young Ladies' Instit., Auchtermuchty.
1	Lerwick,	**Malcolmson, Annie,** *B1, B2,*	16	Educational Institute, Lerwick.

SECOND CLASS—IN ORDER OF MERIT.

2	Lerwick,	**Hunter, Martha,** *B1, B2,*	18	Educational Institute, Lerwick.
13	Edinburgh,	**Renton, Annie Murray,** *B1, F,*	16	Young Ladies' Instit., Auchtermuchty.
7	Edinburgh,	**Fairley, Isabella B,** *B1,*	17	Miss Lee's School, 22 Buccleuch Place.
3	Lerwick,	**Hughson, Elizabeth,** *B1,*	19	Educational Institute, Lerwick.
8	Edinburgh,	**Hannan, Agnes,**	15	Parish School, Tynninghame.

DIVISION B.—FIRST CLASS.

Vacant.

SECOND CLASS—IN ORDER OF MERIT.

No.	Centre.	Name.	Age.	School.
10	Edinburgh,	**Leggat, Agnes Meek Kay,**	16	Trades' Maiden Hospital.
1	Elgin,	**Morice, Elizabeth,**	16	Miss Gregory's School, Elgin.
6	Edinburgh,	**Cairnie, Fanny,**	18	Young Ladies' Instit., Auchtermuchy.

JUNIOR CANDIDATES—FEMALE.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

4	Lerwick,	**Hunter, Catherine,** *A3, B1, B2, E,*	15	Educational Institute, Lerwick.

SECOND CLASS—IN ORDER OF MERIT.

11	Inverness,	**Falconer, Mary Jane,** *B1, E,*	14	Royal Academy, Inverness.
2	Elgin,	**Mackenzie, Elizabeth Jane,** *B1,*	15	Miss Gregory's School, Elgin.
10	Inverness,	**Falconer, Lizzie,** } Eq.	16	Royal Academy, Inverness.
12	Inverness,	**Logan, Elizabeth,** *B1,* } Eq.	15	Royal Academy, Inverness.
1	Edinburgh,	**Scott, Barbara,**	14	Aberlady Parish School.

DIVISION B.—FIRST CLASS.

Vacant.

SECOND CLASS—IN ORDER OF MERIT.

8	Elgin,	**Cruickshanks, Isabella,** *B1,* } Eq.	14	Miss Gregory's School, Elgin.
8	Wick,	**Craig, Esther,** *B2,* } Eq.	15	Pulteneytown Academy, Wick.

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1870.

NOTICE.

THE following Tables are intended to show the degree of success attained by each Candidate in the late Examination.

A separate column is assigned for each Special Subject, and for the Common Subjects, which are reckoned as one subject. The notes show in which of the Common Subjects any Candidate has failed.

The letter *P* in any column denotes that in the subject to which it refers the Candidate has *passed.* The letter *F* denotes that in the subject under which it stands he has *failed.* The letter *C* in the column marked "Common Subjects," indicates that the Candidate obtained an Ordinary Certificate last year, and therefore was not required again to undergo this part of the Examination. The figure 1 in any column denotes that, in the Special Subject referred to, the Candidate is placed in the *First Class.* The letters *A* and *B*, and the figures 1 and 2 in the last columns, denote the *Division* and *Class* in which the number of Special Subjects passed by the Candidate and his aggregate marks entitle him to be placed ; the figure 0 denotes that he has not been deemed worthy of a Certificate.

SENIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4 Physiology.	E. Drawing.	F. Music.	Division.	Class.
								EDINBURGH.									
14	C.	...	...	F.	...	1.	P.	1.	...	...	...	...	...	1.	...	A.	1.
15	C.	P.	...	F.	...	1.	...	P.	...	..	...	...	...	P.	...	A.	2.
								INVERNESS.									
1	C.	P.	...	F.	...	P.	...	...	...	...	...	...	...	...	...	B.	2.
2	C.	P.	P.	...	...	P.	P.	1.	...	..	...	...	...	P.	...	A.	1.
3	C.	P.	...	...	...	P.	P.	1.	...	...	...	...	...	..	...	A.	2.
4	C.	1.	1.	...	...	1.	P.	1.	...	...	...	...	...	P.	...	A.	1.
5	C.	P.	...	...	...	P.	P.	1.	...	...	...	...	...	...	...	A.	2.
6	C.	P.	...	...	...	P.	P.	1.	...	...	...	...	...	...	...	A.	2.
7	C.	P.	...	...	...	P.	P.	1.	...	F.	...	...	...	P.	...	A.	2.
8	C.	P.	...	P.	...	F.	P.	...	...	...	...	...	...	...	...	B.	2.
9	C.	P.	...	F.	...	P.	...	...	...	...	...	...	...	...	...	B.	2.
								WIGTOWN.									
1	C.	1.	...	...	...	...	P.	P.	...	...	...	...	F.	...	...	A.	2.
2	C.	1.	...	P.	...	...	P.	...	...	..	...	...	P.	...	...	A.	2.
								DUNSE.									
1	P.	1.	1.	...	...	...	...	P.	...	...	...	...	...	...	...	A.	2.
2	P.	1.	1.	...	...	...	...	P.	...	...	...	...	...	...	...	A.	2.
3	P.	1.	1.	...	...	...	...	1.	...	...	...	...	...	...	...	A.	1.
4	P.	P.	P.	...	...	...	...	P.	...	...	...	...	...	...	...	A.	2.
								GREENOCK.									
1	C.	P.	...	F.	...	P.	...	P.	...	...	...	...	...	P.	...	A.	2.

JUNIOR CANDIDATES—MALE.

Candidate's Number.	Common Subjects.	A. 1. Latin	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
								EDINBURGH.									
2	P.	1.	...	1.	...	...	1.	1.	...	...	...	...	...	P.	...	A.	1.
3	P.	P.	...	P.	...	...	1.	1.	...	...	...	...	...	P.	...	A.	1.
4	P.	1.	...	P.	...	...	P.	P.	...	...	...	...	...	P.	...	A.	2.
5	P.	1.	...	P.	...	...	1.	1.	...	...	...	...	...	F.	...	A.	1.
								INVERNESS.									
13	P.	1.	...	P.	...	1.	P.	1.	...	...	...	...	...	1.	...	A.	1.
14	P.	1.	...	P.	...	...	...	1.	...	...	...	...	...	...	...	A.	2.
15	C.	1.	...	P.	...	1.	...	P.	...	...	...	...	...	1.	...	A.	2.
16	P.	P.	...	P.	...	P.	...	P.	...	...	...	...	...	...	..	A.	2.
17	P.	P.	...	P.	...	...	F.	P.	...	...	...	...	...	P.	...	A.	2.
18	P.	P.	...	P.	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
19	P.	P.	...	P.	...	P.	P.	P.	...	...	...	...	...	...	...	A.	2
20	P.	P.	...	P.	...	...	...	P.	...	...	...	...	...	...	...	A.	2.
21	P.	P.	...	F.	...	P.	...	1.	...	...	...	...	...	P.	...	A.	2.
22	P.	P.	...	...	...	...	...	P.	...	...	...	...	...	P.	...	B.	2.
23	P.	P.	...	...	...	P.	P.	1.	...	...	...	...	...	P.	...	A.	2.
24	P.	P.	...	...	...	P.	P.	1.	...	..	...	...	...	...	...	A.	2.
25	P.	P.	...	P.	...	P.	...	...	...	...	...	...	...	...	...	A.	2.
26	P.	P.	...	P.	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.
								LERWICK.									
5	C.	1.	...	...	...	1.	P.	1.	...	...	...	...	...	...	1.	A.	1.
6	P.	1.	...	...	...	1.	P.	1.	...	...	...	...	...	P.	P.	A.	1.
7	P.	1.	...	...	...	1.	1.	1.	...	...	...	...	...	...	...	A.	1.
								ELGIN.									
3	P.	...	...	P.	...	P.	P.	P.	...	...	...	...	...	...	...	A.	2.
4	P.	...	...	P.	...	1.	1.	P.	...	...	...	...	...	...	...	A.	2.
5	P.	...	...	F.	...	P.	P.	P.	...	...	...	...	...	...	...	A.	2.
6	F.*	...	...	F.	...	P.	P.	...	...	...	...	...	...	...	...	0.	0.
7	P.	...	...	P.	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.

* Failed in Arithmetic.

Junior Male Candidates—continued.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
								WIGTOWN.									
3	P.	P.	..	...	...	1.	P.	...	...	...	...	...	...	...	...	A.	2.
4	P.	P.	...	P.	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.
5	P.	1.	...	1.	...	1.	...	1.	...	...	...	...	...	...	...	A.	1.
6	P.	P.	...	P.	...	1.	P.	...	...	...	...	...	...	...	...	A.	2.
7	P.	1.	...	...	...	1.	P.	...	...	...	...	...	...	...	...	A.	2.
								WICK.									
1	P.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	P.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	P.	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
4	P.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	P.	1	..	F.	...	...	1.	P.	...	...	...	...	...	P.	...	A.	2.
6	P.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	P.	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
								DUNSE.									
5	F.*	...	...	...	...	P.	...	F.	...	...	...	...	...	...	..	0.	0
6	P.	...	...	...	..	P.	...	P.	...	...	...	...	...	...	...	B.	2.
7	P.	...	...	...	...	1.	...	1.	...	...	...	...	...	...	...	B.	1.
8	P.	...	...	...	...	P.	...	P.	...	...	...	...	...	...	...	B.	2.
9	P.	...	...	...	...	1.	...	1.	...	...	...	...	...	...	...	B.	1.
10	P.	...	...	...	...	P.	...	P.	...	...	...	..	...	...	...	B.	2.
11	P.	...	...	...	...	1.	...	P.	...	...	...	..	...	...	...	B.	1.
12	P.	...	...	...	...	P.	...	P.	...	...	...	...	...	...	...	B.	2.
13	F.†	...	...	...	...	P.	...	F.	...	...	...	...	...	...	...	0.	0.
14	P.	...	...	...	...	1.	...	P.	...	...	...	...	...	...	...	B.	2.
								GREENOCK.									
2	P.	...	...	P.	...	...	P.	P.	...	...	...	..	...	F.	...	A.	2.
3	P.	...	...	P.	...	...	P.	P.	...	...	...	...	...	P.	...	A.	2.
4	P.	1.	...	P.	...	..	P.	P.	...	...	...	...	...	P.	...	A.	2.
5	P.	...	...	P.	...	...	P.	P.	...	...	...	...	...	F.	...	A.	2.
6	P.	P.	...	P.	...	...	P.	P.	...	...	...	...	...	F.	...	A.	2.

* Failed in English. † Failed in Arithmetic.

SENIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
							EDINBURGH.										
6	P.	...	...	P.	...	P.	...	...	...	...	...	...	F.	P.	...	B.	2.
7	P.	...	...	P.	...	1.	P.	...	...	...	...	F.	...	...	P.	A.	2.
8	C.	...	...	P.	...	P.	P.	..	...	...	...	...	...	...	P.	A.	2.
9	P.	...	...	P.	1.	1.	1.	...	...	...	...	...	...	...	...	A.	1.
10	P.	...	...	...	...	P.	P.	...	...	...	...	...	...	P.	P.	B.	2.
11	F.*	...	...	...	...	F.	F.	...	...	...	...	...	...	P.	F.	0.	0.
12	F.*	...	...	...	...	F.	F.	...	...	...	...	...	...	P.	F.	0.	0.
13	P.	...	...	P.	P.	1.	...	...	...	...	...	...	P.	P.	1.	A.	2.
							LERWICK.										
1	C.	...	...	F.	...	1.	1.	...	...	...	P.	...	...	P.	...	A.	1.
2	P.	...	...	P.	...	1.	1.	...	...	...	P.	...	...	P.	...	A.	2.
3	P.	...	...	F.	...	1.	P.	...	...	...	P.	...	...	P.	...	A.	2.
							ELGIN.										
1	P.	...	...	F.	...	P.	P.	...	...	...	...	...	...	...	P.	B.	2.

* Failed in Arithmetic.

JUNIOR CANDIDATES—FEMALE.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4 German.	B. 1. English.	B. 2 History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
							EDINBURGH.										
1	P.	...	...	P.	P.	P.	...	...	...	...	...	...	...	P.	...	A.	2.
							INVERNESS.										
10	P.	...	...	P.	...	P.	P.	...	...	...	...	...	...	P.	...	A.	2.
11	P.	...	...	P.	...	1.	P.	...	...	...	...	...	...	1.	...	A.	2.
12	P.	...	...	P.	...	1.	P.	...	...	...	...	...	...	F.	...	A.	2.
							LERWICK.										
4	P.	...	...	1.	...	1.	1.	...	...	...	...	...	...	1.	P.	A.	1.
							ELGIN.										
2	P.	...	...	P.	...	1.	...	P.	...	...	...	...	...	F.	...	A.	2.
8	P.	...	...	P.	...	1.	...	...	...	...	...	...	...	F.	P.	B.	2.
							WICK.										
8	P.	...	...	P.	...	...	1.	...	...	...	...	...	...	...	...	B.	2.

NOTICE.

The Board of Management think it right to publish the following remarks upon this year's French and German Papers submitted to them by DR. CLYDE, *the Examiner:—*

The effect of the conversational method, when substituted for instead of being added to the grammatical method, is now markedly appearing in the Junior Papers. Pupils are getting a certain command of conversational French without acquiring either grammatical knowledge or the power of understanding literary works composed in a style above that of the most ordinary conversation. A certain mechanical dexterity is being imparted similar to that which couriers possess in the use of half a dozen languages, and dissociated from mental training. . . . The only good Senior Paper is the German one, "Edinburgh, No. 9." The others are all deficient in theoretical grammar, display no acquaintance whatever with lingual niceties, and imply a too limited range of French reading and composition to raise their writers above the Junior department. The questions in the Senior Paper are purposely made such as no mere child, not even a French child, could answer. . . .

JAMES CLYDE, M.A., LL.D.

12th July 1870.

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UNIVERSITY OF EDINBURGH.

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WITH CLASS LISTS AND SUPPLEMENTARY TABLES,

FOR THE YEAR 1871,

AND THE REGULATIONS FOR THE YEAR 1872.

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Price One Shilling.

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NOTICE.

The following Examination Papers are those set at the Examinations held simultaneously at Edinburgh, Inverness, Greenock, Elgin, Dunse, Wick, and Ringford, Castle Douglas, on the 20*th*, 21*st*, *and* 22*d of June.*

The total number of Candidates examined was 69—*viz.*, 26 *Seniors* (13 *Boys and* 13 *Girls*), *and* 43 *Juniors* (35 *Boys and* 8 *Girls*).

The names of those who have passed are given in the Class Lists at the end. The Supplementary Tables show the particular subjects in which each Candidate has passed or failed.

The Regulations for 1872, *and the list of Examiners, follow the Papers.*

It is worthy of notice that a girl—Agnes Foulis Morison, educated at Watson's Hospital, Edinburgh—has obtained the highest number of marks in Mathematics.

THOMAS M. LINDSAY, M.A.,
Secretary to the Board of Management.

UNIVERSITY OF EDINBURGH,
July 13, 1871.

TIME TABLE.

TUESDAY, JUNE 20.	WEDNESDAY, JUNE 21.	THURSDAY, JUNE 22.
9-11. *Preliminary History and Geography.* 11-12. *Preliminary Arithmetic.*	9-10. *Preliminary Latin.* 10-12. *Preliminary English.*	9-12. C. 1.—Mathematics. 9-11. F.—Music.
12-2.	12-2.	12-2.
2-5. A. 1.—Latin. 2-4. A. 4.—German. D. 4.—Physiology.	2-5. B. 1.—English. A. 2.—Greek. 2-4. C. 2.—Natural Philosophy.	2-5. B. 2.—History and Geography.
5-6.	5-6.	
6-8. *Preliminary Scripture History.*	6-8. A. 3.—French. D. 1.—Botany.	

The times appointed for Reading aloud and for Drawing are subject to the dis-
c ion of the Examiner at each Centre.

DIRECTIONS TO CANDIDATES.

I. *Be at your seat in the Examination Room five minutes before the time fixed for the commencement of each Examination.*

II. When the questions are given you, read them over carefully; *mark those which you think that you can answer best; and do them first.* If, after that, you still have time to spare, try some of the others.

III. Before you begin to write your answers, insert in the blank spaces at the top of your paper—

1. The *Number* by which you are known in the Examination.
2. The *Subject* in which the questions are set which you are about to answer.

IV. In writing your answers—

1. Put in the margin *the number of the question* before each answer.
2. Leave a blank space *after* each answer.
3. *Number your pages* as you go on.

V. If you want anything in the course of the Examination, do not leave your seat; but *call out your number and hold up your hand*, and some one will attend to you.

VI. As soon as notice is given (which will be five minutes before the end of the time), finish your Papers, see that they are numbered rightly and arranged in their proper order, and take them UNFOLDED to the Examiner.

CAUTIONS.

Any Candidate detected in helping another, or asking another to help him in his paper, or bringing with him a book or written paper to assist him, will be turned out of the Examination Room.

No Communication whatever between Candidates under examination will be allowed.

THOMAS M. LINDSAY, M.A.,
Secretary to the Board of Management.

UNIVERSITY OF EDINBURGH,
June 16, 1871.

EXAMINATION PAPERS.

1871.

COMMON SUBJECTS.

I.—ENGLISH.

Examiner—Professor MASSON.

(1.) PASSAGES TO BE READ ALOUD.

I know not how so whimsical a thought came into my mind, but I asked, "If, Sir, you were shut up in a castle, and a new-born child with you, what would you do?" *Johnson*—"Why, Sir, I should not much like my company." *Boswell*—"But would you take the trouble of rearing it?" He seemed, as may well be supposed, unwilling to pursue the subject; but, upon my persevering in my question, replied, "Why yes, Sir, I would; but I must have all conveniences. If I had no garden, I would make a shed on the roof, and take it there for fresh air. I should feed it, and wash it much, and with warm water to please it, not with cold water to give it pain." *Boswell*—"But, Sir, does not heat relax?" *Johnson*—"Sir, you are not to imagine the water is to be very hot. I would not *coddle* the child."

Now strike the golden lyre again:
A louder yet, and yet a louder strain.
Break his bands of sleep asunder,
And rouse him, like a rattling peal of thunder.
Hark, hark, the horrid sound
Has raised up his head;
As awaked from the dead,
And amazed, he stares around.
Revenge, revenge! Timotheus cries,
See the furies arise!
See the snakes that they rear,
How they hiss in their hair!

And the sparkles that flash from their eyes!
Behold a ghastly band,
Each a torch in his hand!
Those are Grecian ghosts, that in battle were slain,
And unburied remain
Inglorious on the plain;
Give the vengeance due
To the valiant crew.
Behold how they toss their torches on high,
How they point to the Persian abodes,
And glittering temples of their hostile gods!
The princes applaud with a furious joy,
And the King seized a flambeau with zeal to destroy:
Thais led the way,
To light him to his prey,
And, like another Helen, fired another Troy.

(2.) Passage to be dictated.

[The Local Examiner is requested, (1.) to read the following passage to the candidates, so that they may gather its general meaning; (2.) To read it slowly, dictating it, give the full stops and no others; (3.) to read again rapidly that candidates may correct.]

In the churchyard is a tombstone with the following inscription:—"In memory of the Rev. Robert Walker, who died the 25th of June 1802, in the 93d year of his age, and 67th of his curacy." This individual is the pastor alluded to by Wordsworth in one of his Sonnets as a worthy compeer of the country-parson of Chaucer's *Canterbury Tales.* Is it not the same whose character is described in the seventh book of the *Excursion?* The passage begins—

"A priest abides before whose life such doubts
Fall to the ground."

(3.) Elements of English Grammar, with Analysis and Composition of Sentences.

1. What is meant by each of the following terms in Grammar:—*Diphthong, Parts of Speech, Collective Nouns, Transitive Verbs, Inflection, Prefixes, the Predicate of a sentence, a Parenthesis, Iambic Verse, a Scotticism?* Give examples.

2. Decline, in singular and plural, these phrases:—

That brown ox.
This princess.
He, the King.

3. What ways are there of forming the feminines of nouns in English? Give examples.

4. Give the perfect tenses active, and the past participles, of the following verbs:—*fell, cleave, cut, catch, do, drink, split, proclaim, swell, slam, annihilate, snatch.*

5. Analyse the following sentences so as to show their grammatical construction, and parse the first:—

"His situation, precarious from the first, appeared now the more terrible because of the sinking of the sun, threatening darkness ere long."

"Wherefore did Nature pour her bounties forth
With such a full and unwithdrawing hand,
Covering the earth with odours, fruits, and flocks,
Thronging the seas with spawn innumerable,
But all to please and sate the curious taste?"

6. From what other languages has the English derived words? Give a few examples.

7. Correct the following pieces of bad English:—"Will I light the fire? or do you think fires too soon in the year at this season? We would readily take it for much later, if we were to judge from the weather being so cold."

"Viewing the subject in the light now urged, it would be easy to arrive at a conclusion different to yours; for experience, as well as authority, are against you."

8. Explain, in your own words, the meaning of the following passage:—

"In the reproof of chance
Lies the true proof of men; the sea being smooth,
How many shallow bauble boats dare sail
Upon her patient breast, making their way
With those of nobler bulk!
But let the ruffian Boreas once enrage
The gentle Thetis, and anon behold
The strong-ribbed bark through liquid mountains cut,
Bounding between the two moist elements,
Like Perseus' horse: where's then the saucy boat
Whose weak untimber'd sides but even now
Co-rivalled greatness?"

II.—PRELIMINARY HISTORY AND GEOGRAPHY.

Examiner—Mr. LINDSAY.

(*a.*) HISTORY.

1. What was the Saxon Heptarchy? Describe its formation. What were the circumstances which gradually led to its becoming one kingdom?

2. Describe the various wars between England and France, from the accession of William the Conqueror to the accession of Elizabeth, giving one or two of the most important battles in each war.

3. Describe the various wars between England and Scotland from the peace which followed the Battle of Bannockburn to the death of Henry VIII., giving one battle in each war.

4. Who was Simon de Montfort? Describe his rebellion, stating the chief battles fought and their results.

5. Describe briefly the events in Scottish history which at last led to the flight of Queen Mary to England.

6. What do you know of Wycliffe, "The Lollards," Tyndale, Coverdale, George Wisheart, Cranmer, Knox, Erskine of Dun, "The Lords of the Covenant," and Thomas Cromwell?

(*b.*) GEOGRAPHY.

1. In the outline map given you, name—
   (*a*) The chief mountain ranges.
   (*b*) The chief rivers with their principal tributaries.
   (*c*) The chief towns on the East Coast.
   (*d*) And very carefully any one of the great rivers with its tributaries, giving the towns on their banks.

2. What are the seaboard States of the United States, giving the capital town of each?

3. Name the principal seacoast towns from Cape Sable to the mouth of the Mississippi; and, when you know, state what each is famous for.

4. What are the great natural divisions of North and Central America, and what are the principal islands belonging to the American Continent?

5. What portions of America are owned as Colonies by European powers, and tell in each case to what Power they belong?

6. Where are the following, and what do you know about them—The North-West Passage, Vancouver's Island, The Red-river Settlement, Quito, Mobile, the Pacific Railway, the Great Salt Lake City, Paraguay, Harper's Ferry. and Quebec?

III.—LATIN.

Examiner.—Mr. MILLAR NICOLSON.

1. Translate, parsing the words in italics :—

Hac oratione ab Divitiaco *habita*, omnes, qui aderant, magno fletu auxilium a Caesare petere coeperunt. Animadvertit Caesar, unos ex omnibus Sequanos nihil earum rerum facere, quas ceteri facerent; sed *tristes*, capite demisso, terram intueri. Ejus rei *causa* quae *esset* miratus ex ipsis quaesiit. Nihil Sequani *respondere*, sed in eadem tristitia taciti permanere. Cum ab iis saepius quaereret, neque ullam omnino vocem exprimere posset, idem Divitiacus Æduus respondit.

2. Give the four principal parts of *facio, habeo, mitto, venio, pugno.*

3. What case do these adjectives respectively govern—*dignus, aequus, similis, contentus ?*

4. Decline the singular of *salus, pater, sumptus, talpa, filius, res.*

5. State the gender of the following:—*Domus, mensis, vulpes, arbos, Aegyptus.*

6. What are the main differences between the imperfect and perfect indicative in regard to their use ?

7. Give the modern names which correspond to the following :—Arar, Lacus Lemanus, Vesontio, Rhodanus, Sequana.

IV.—ELEMENTARY ARITHMETIC.

Examiner—Professor KELLAND.

1. Add together 3 times one hundred and twenty five thousand, 4 times seven thousand and seventeen, and 5 times three hundred thousand, two hundred and six.

2. Divide £1474, 17s. 6d. by 13½.

3. If 17 yards of cloth cost as much as a cwt. of butter, how many lbs. of butter should be given in exchange for three bales of cloth each containing 43½ yards ?

4. Find the cost of 13 cwts. 3 qrs. 16 lbs. at £11, 19s. 5d. per cwt.

5. Reduce 1457 lbs. Troy to pounds Avoirdupois : given that a lb. avoirdupois is 7000 grains.

6. Find the simple interest of £5756, 15s. in 128 days at 4½ per cent. per annum.

V.—SCRIPTURE HISTORY.

1. Describe the chief events in the reign of Solomon.
2. What were the circumstances which led to the division of the kingdom into the two kingdoms of Israel and Judah ?
3. Give a short account of Elijah.
4. In what reigns did the prophets Isaiah and Jeremiah flourish, and what prominent historical events are commemorated in their prophecies ?
5. Describe the events which led to (1.) The overthrow of the kingdom of Israel ; (2.) to the Captivity of the people of Judah.
6. Describe the events which happened on the Day of Pentecost.
7. Describe the circumstances of the conversion of St. Paul.
8. Narrate briefly the events in any one of St. Paul's journeys.
9. Who were St. Paul's companions in his various missionary journeys, and what else do you know of them ?
10. Describe any three of the miracles recorded in the Acts of the Apostles.

SPECIAL SUBJECTS.

JUNIOR.

A. 1.—LATIN.

Examiner—Mr. Millar Nicolson.

1. Translate, parsing the words in italics :—

Sic ait, et *dicto* citius tumida aequora placat;
Collectasque fugat *nubes*, Solemque reducit.
Cymothoë, simul et Triton adnixus, acuto
Detrudunt naves scopulo ; levat ipse tridenti ;
Et vastas aperit syrtes, et temperat aequor ;
Atque rotis summas levibus perlabitur undas.
Ac, veluti magno in populo cum saepe coorta est
Seditio, saevitque animis ignobile *vulgus ;*
Jamque faces et saxa volant ; furor arma ministrat :
Tum, pietate gravem ac meritis si forte virum quem
Conspexere, silent, arrectisque *auribus* astant ;
Iste regit dictis animos, et *pectora* mulcet :
Sic cunctus pelagi cecidit fragor, aequora postquam
Prospiciens genitor, coeloque invectus aperto,
Flectit equos, curruque volans dat lora secundo.

2. Translate :—

Quod ubi Caesar animum advertit, naves longas, quarum et species erat barbaris inusitatior et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et ad latus apertum hostium constitui, atque inde fundis, sagittis, tormentis, hostes propelli ac submoveri jussit : quae res magno usui nostris fuit. Nam et navium figura et remorum motu et inusitato genere tormentorum permoti barbari constiterunt, ac paulum modo pedem retulerunt. Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam ferebat, contestatus Deos, ut ea res legioni feliciter eveniret. "Desilite" inquit, "commilitones, nisi vultis aquilam hostibus prodere."

3. Translate into Latin :—

While these things were taking place in Italy, Cn. Cornelius Scipio was sent to Spain with a fleet and army. The army having

been landed (exponere) at Emporii, he brought the whole coast as far as the river Ebro under the sway of Rome (Romanae ditionis facere). This he did partly by renewing old alliances (societas), partly by forming (instituere) new ones. Thus he gained (conciliare) a reputation for clemency.

4. Conjugate the following verbs:—*Conspexere, petit, figunt, reponis, volvens, corripiunt.*

5. State the principal facts known about the life of Virgil.

6. Explain the allusions in these passages:—"Quum domus Assaraci Phthiam clarasque Mycenas servitio premet;" "Tydides vastabat cruentus;" "Haec ait, et Maja genitum demittit ab alto."

A. 2.—GREEK.

Examiner—Mr. Millar Nicolson.

1. Translate:—

Καταβὰς δὲ διὰ τούτου τοῦ πεδίου ἤλασε σταθμοὺς τέτταρας παρασάγγας πέντε καὶ εἴκοσιν εἰς Ταρσούς, τῆς Κιλικίας πόλιν μεγάλην καὶ εὐδαίμονα. ἐνταῦθα ἦσαν τὰ Συεννέσιος βασίλεια τοῦ Κιλίκων βασιλεως· διὰ μέσης δὲ τῆς πόλεως ῥεῖ ποταμὸς Κύδνος ὄνομα, εὖρος δύο πλέθρων. ταύτην τὴν πόλιν ἐξέλιπον οἱ ἐνοικοῦντες μετὰ Συεννέσιος εἰς χωρίον ὀχυρὸν ἐπὶ τὰ ὄρη πλὴν οἱ τὰ καπηλεῖα ἔχοντες· ἔμειναν δὲ καὶ οἱ παρὰ τὴν θάλατταν οἰκοῦντες ἐν Σόλοις καὶ ἐν Ἰσσοῖς. Ἐπύαξα δὲ ἡ Συεννέσιος γυνὴ προτέρα Κύρου πέντε ἡμέραις εἰς Ταρσοὺς ἀφίκετο. ἐν δὲ τῇ ὑπερβολῇ τῶν ὁρῶν τῶν εἰς τὸ πεδίον δύο λόχοι τοῦ Μένωνος στρατεύματος ἀπώλοντο.

2. Translate:—

Ἐκ δὲ τοῦ ὄχλου προεβίβασαν Ἀλέξανδρον, προβαλλόντων αὐτὸν τῶν Ἰουδαίων· ὁ δὲ Ἀλέξανδρος κατασείσας τὴν χεῖρα, ἤθελεν ἀπολογεῖσθαι τῷ δήμῳ. Ἐπιγνόντων δὲ, ὅτι Ἰουδαῖός ἐστι, φωνὴ ἐγένετο μία ἐκ πάντων, ὡς ἐπὶ ὥρας δύο κραζόντων· Μεγάλη ἡ Ἄρτεμις Ἐφεσίων. Καταστείλας δὲ ὁ γραμματεὺς τὸν ὄχλον, φησίν· Ἄνδρες Ἐφέσιοι, τίς γάρ ἐστιν ἄνθρωπος, ὃς οὐ γινώσκει τὴν Ἐφεσίων πόλιν νεωκόρον οὖσαν τῆς μεγάλης [θεᾶς] Ἀρτέμιδος, καὶ τοῦ Διοπετοῦς; Ἀναντιῤῥήτων οὖν ὄντων τούτων, δέον ἐστὶν ὑμᾶς κατεσταλμένους ὑπάρχειν, καὶ μηδὲν προπετὲς πράττειν. Ἠγάγετε γὰρ τοὺς ἄνδρας τούτους, οὔτε ἱεροσύλους, οὔτη βλασφημοῦντας τὴν θεὰν ὑμῶν. Εἰ

μὲν οὖν Δημήτριος καὶ οἱ σὺν αὐτῷ τεχνῖται τρός τινα λόγον ἔχουσιν, ἀγοραῖοι ἄγονται, καὶ ἀνθύπατοί εἰσιν· ἐγκαλείτωσαν ἀλλήλοις· Εἰ δέ τι περὶ ἑτέρων ἐπιζητεῖτε, ἐν τῇ ἐννόμῳ ἐκκλησίᾳ ἐπιλυθήσεται. Καὶ γὰρ κινδυνεύομεν ἐγκαλεῖσθαι στάσεως περὶ τῆς σήμερον, μηδενὸς αἰτίου ὑπάρχοντος, περὶ οὗ δυνησόμεθα ἀποδοῦναι λόγον τῆς συστροφῆς ταύτης. Καὶ ταῦτα εἰπὼν, ἀπέλυσε τὴν ἐκκλησίαν.

3. Parse in the first passage :—*βασίλεια, προτέρα, εὗρος*, and conjugate, *ἤλασε, ἐξέλιπον, ἀφίκετο.*

4. Comment upon *νεωκόρος, ἀγοραῖοι ἄγονται, ἀνθύπατοι.*

5. Distinguish between the meanings of the following prepositions when used with the genitive and accusative respectively, and give examples :—*μετὰ, ὑπὸ, πρὸς, διά.*

6. State the geographical position of Miletus, Colossae, Cilicia, Amphipolis.

A. 3.—FRENCH.

1. Translate into English either of the two following passages :—

(*a*) Je vous ai déjà *écrit* plusieurs lettres de mon écriture ; et comme je n'en ai pas eu de réponse, j'ai lieu de *craindre* qu'elles ne vous soient point parvenues. J'espère mieux de celle-ci, par les précautions que j'ai *prises* pour vous donner de mes nouvelles, et pour recevoir des vôtres.

J'ai versé bien des larmes depuis notre séparation, moi qui n'avais presque jamais pleuré que sur les maux d'autrui ! Ma grand'tante fut bien *surprise* à mon arrivée, lorsque, m'ayant questionnée sur mes talents, je lui dis que je ne *savais* ni *lire* ni écrire. Elle me demanda qu'est ce que j'avais donc appris depuis que j'étais au monde ; et quand je lui eus répondu que c'était à avoir soin d'un ménage et à faire votre volonté, elle me *dit* que j'avais reçu l'éducation d'une servante. Elle me *mit*, dès le lendemain, en pension dans une grande abbaye auprès de Paris, où j'ai des maîtres de toute espèce : ils m'enseignent, entre autres choses, l'histoire, la géographie, la grammaire, la mathématique, et à monter à cheval ; mais j'ai de si faibles dispositions pour toutes ces sciences, que je ne profiterai pas beaucoup avec ces messieurs. Je *sens* que je suis une pauvre créature, qui ai peu d'esprit, comme ils le *font* entendre. Cependant les bontés de ma tante ne se refroidissent point. Elle me donne des robes nouvelles à chaque saison. Elle a mis près de moi deux femmes de chambre, qui sont aussi bien parées que de grandes dames.

(*b*) Monsieur Jarousseau, lui *dit* le ministre, j'ai reçu la réponse du roi à votre demande. Elle est évasive, comme je l'avais *prévu*. Sa Majesté réserve la question de principe. Seulement elle vous accorde, à vous personnellement, la permission de prêcher, mais à l'ombre, en secret, en lieu écarté et en maison fermée; permission tacite, sans doute, conditionnelle, précaire, révocable, au moindre soupçon de ce qu'on voudra bien appeler le scandale. C'est peu de chose, mais c'est déjà quelque chose, c'est un premier pas dans la voie de l'avenir, c'est la liberté de conscience à l'état d'intention, à l'état d'attente. Si le roi vous accorde dès aujourd'hui le droit de prêcher, la logique, cette providence terrestre de l'humanité, le forcera tôt ou tard à *reconnaître* le même droit aux autres pasteurs. Votre passage ici aura eu un heureux résultat: il aura créé un précédent. Or, un précédent est tout avec un roi qui a besoin de *vouloir* peu à peu, en détail, à plusieurs reprises, et qui voudra d'autant mieux accomplir un acte de justice, qu'il *croira* avoir voulu déjà l'accomplir. Vous *pouvez* donc *repartir* en toute tranquillité d'esprit.

2. Translate into French :—

A lazy young fellow, being asked what made him lie in bed so long—"I am busy (engagé)," said he, "in hearing counsel every morning. Industry advises me to get up; Sloth to lie still, and so they give twenty reasons *pro* and *con* (de l'une et de l'autre part). It is my part to hear what is said on both sides; and by the time the cause is over, dinner is ready."

3. State the principal irregularities of the verbs printed in italics in either of the preceding passages.

4. Write out the present and preterite indefinite of *se ressouvenir*.

5. Give the feminine of the adjectives—*cruel, pareil, sot, public, doux, favorit, faux.*

A. 4.—GERMAN.

1. Translate into English :—

Höre, was der Mond mir erzählt! "Ich habe den Cadetten Offizier werden und sich zum ersten Male in seine prächtige Uniform kleiden sehen; ich habe das junge Mädchen in ihrem Brautstaat gesehen und des Fürsten junge Braut glücklich in ihrem Prachtanzuge; aber nie habe ich eine Seligkeit erblickt, ähnlich der eines kleinen vierjährigen Mädchens, welches ich heute Abend beobachtete. Sie hatte ein neues blaues Kleid erhalten und einen neuen Rosa-Hut; der Staat war eben angelegt und Alle riefen nach Licht, denn des Mondes Strahlen, die durch das Fenster drangen, waren nicht

hell genug, ganz andere Lichter muszten angebrannt werden. Da stand das kleine Mädchen, steif wie eine Puppe, die Arme ängstlich von dem Kleide ab ausstreckend, die Finger weit auseinander gespreitzt. O welche Seligkeit strahlte aus ihren Augen, aus ihrem ganzen Gesicht! 'Morgen sollst Du in dem Kleide ausgehen!' sagte die Mutter, und die Kleine blickte auf zu ihrem Hut und wieder nieder zu ihrem Kleide und lächelte selig. 'Mutter!' rief sie, 'was werden wohl die kleinen Hündchen denken, wenn sie mich in diesem Staate erblicken?'"

2. Translate into German:—

My dear friend,—As the vacations (Ferien) are going to begin shortly, I write to ask you to make an excursion (Ausflug) with me this year to the Highlands. We could meet at Callander, where my parents intend to pass the summer. From thence, as you know, it is not far to the lake, and we would amuse ourselves either with fishing, or in taking sometimes the boat to Stronachlachar. From there the coach runs to Loch Lomond. What do you think of my proposal?

3. Write out the perfect of *sich auszeichnen.*

4. Decline throughout both numbers *ein grosses Horn.*

5. Name the prepositions which are construed with the genitive.

6. State the difference between *der Band* and *das Band, der Schild* and *das Schild, der See* and *die See, das Buch* and *die Buche.*

B. 1.—ENGLISH.

Examiner—Professor MASSON.

(1.)—EXAMINATION IN "THE LAY OF THE LAST MINSTREL."

1. There are two stories in the Poem—the story of the Minstrel who sings the Lay, and the story of the Lay itself. Give, in a few sentences, the substance of the first story, telling where, when, and to whom, the Minstrel sang the Lay, and what became of him.

2. Give a brief account of the story of the Lay itself, mentioning the time in Scottish history in which it is laid.

3. Describe the kind of verse in which the Poem is written; and quote some passage that you are fond of.

4. Parse the first three lines of the following passage, and analyse the whole so as to show the grammatical construction:—

By this, the Dame, lest further fray
Should mar the concord of the day,
Had bid the Minstrels tune their lay.

And first stept forth old Albert Græme,
The Minstrel of that ancient name:
Was none who struck the harp so well,
Within the land Debateable;
Well friended too, his hardy kin,
Whoever lost, were sure to win;
They sought the beeves, that made their broth,
In Scotland and in England both.

5. Give the meanings and derivations of as many as you can (say any ten or more) of the following words, occurring in the poem:—*threshold, mettle, beacon, cloistered, moss-trooper, matin, lauds, oriel, porter, priest, penance, jennet, aisle, apostate, wizard, baldric, elfin, champion, gramarye, bandelier, urchin, cresset, seneschal, pilgrim, barbican, crimson, gauntlet, argent, pursuivant, march-treason, parley, thanedom, courtesy, claymore, bayonet, visor, sable, portcullis, benison, hermit, talisman, procession, niche, requiem, circumstance, wassail, knight, pyramid, curfew, black-mail.*

6. Explain the allusions in as many as you can of the following passages:—

"Bards long shall tell
How Lord Walter fell."

"For Branksome's chiefs had in battle stood
To fence the rights of fair Melrose;
And lands and livings, many a rood,
Had gifted the shrine for their soul's repose."

"For mass or prayer can I rarely tarry,
Save to patter an Ave Mary
When I ride on a border foray."

"For Paynim countries have I trod,
And fought beneath the Cross of God."

"Old England's sign, St. George's Cross,
His barret-cap did grace."

"For, when they see the blazing bale,
Elliots and Armstrongs never fail."

"A heavy task Watt Tinlin had,
To guide the counterfeited lad."

"The Almayn's sullen kettle-drum."

"All as they marched, in rugged tongue,
Songs of Teutonic feuds they sung."

"And this fair boy, to London led,
Shall good King Edward's page be bred."

"Already on dark Ruberslaw,
The Douglas holds his weapon-schaw."

"His Bilboa blade, by Marchmen felt."

"For mighty words and signs have power
O'er sprites in planetary hour."

"And cygnet from St. Mary's wave."

"Thence oft he marked fierce Pentland rave,
As if grim Odin rode her wave."

"'T was seen from Dryden's groves of oak,
And seen from cavern'd Hawthornden."

"The awful burthen of the song,—
DIES IRÆ, DIES ILLA."

(2.)—ADDITIONAL QUESTIONS.

1. Write an exercise on either of these subjects:—
(*a.*) Reading a Newspaper.
(*b.*) The Discovery of America.

2. Here is a passage of two sentences, from a book not prescribed. Analyse the *second* of the two sentences grammatically; and mention any facts you know which prove and illustrate the historical statement made in the *first*:—

"The period of sixty years which elapsed between A.D. 1590 and the execution of King Charles is universally regarded as the brightest in our literary annals, distinguished beyond all other periods in our history by its abundant production of men of genius of the highest order. For this extraordinary fertility in talent many reasons may be assigned."

B. 2.—HISTORY AND GEOGRAPHY.

Examiner—Mr. LINDSAY.

(*a.*) HISTORY.

1. Describe the various invasions of England from the Continent, and state shortly the chief results of each.

2. Describe the rise and progress of the Reformation in England.

3. Describe shortly the chief events in the English colonization of America, and the history of the (English) American States until the "Declaration of Dependence."

4. Describe shortly the Continental wars in which England has been engaged since the accession of William III., giving an important battle in each.

5. Describe the occasion, chief events, and results of the Rebellion of 1745.

6. In whose reigns did the following men live, and what do you know of them :—

Caxton, Roger Ascham, Dunbar, George Buchanan, John Milton, Ben Jonson, Pope, Dr. Samuel Johnson, Sir John Moore, Robert Burns, and William Wordsworth ?

(*b.*) Geography.

1. Name the principal mountain ranges in Scotland ; tell where they are situated, and name any rivers which rise in them.

2. Describe carefully the courses of the Ouse, Severn, and Thames; name the counties which they drain ; give their tributaries and the principal towns in their basins.

3. Describe the coast line from the town of Ayr southward to St. David's Head in Wales, naming capes, bays, islands, rivers, and seaport towns.

4. Where are the great coal-fields of England and Scotland ?

5. Where are the following, and what do you know of them :—

The "Caledonian Canal," the "Lake Country," the "Cotswold Hills," the "Britannia Bridge," the "Paps of Jura," "Fingal's Cave," "St. Kilda," the "Black Country," and "Watling Street"?

6. Where are the following towns, and what do you know about them :—Lerwick, Peterhead, Oban, Melrose, Whitehaven, Scarborough, Preston, Chatham, Bala, Evesham, Bolton, Brighton, and Durham ?

C. 1.—MATHEMATICS.

Examiner—Professor Kelland.

1. Add together $1\frac{2}{3}$ of $1\frac{1}{5}$, $2\frac{2}{5}$ of $3\frac{1}{3}$ and $1\frac{1}{7}$ of $2\frac{5}{8}$.

2. Reduce $\frac{1}{15}$ to a decimal, and $\frac{1}{15}$ of a guinea to the decimal of a £.

3. How many lbs. of tea at $\frac{1}{5}$ of a shilling an ounce should be given in exchange for 17 pieces of cloth, each containing 5 yds. 3 qrs. 2 n., at 11.52s. per yard ?

4. Find the compound interest of £1000 in 5 years at 4 per cent.

5. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

6. If two triangles have two sides of the one equal to one angle of the other, either adjacent or opposite to equal sides in both, the triangles are equal.

7. If a straight line falling upon two others makes the alternate angles equal, those two straight lines are parallel.

8. Define a parallelogram. Show that its opposite sides and angles are equal, and that the diagonal bisects it.

9. The square described on the longest side of a right-angled triangle is equal to the squares described on the other two sides.

10. Give two methods of drawing a straight line perpendicular to a given straight line from a given point without it.

11. If a straight line be divided into two equal and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

12. To divide a given straight line into two parts so that the rectangle contained by the whole and one of the parts may be equal to the square of the other part.

13. Add together—

$$\tfrac{1}{2}(2a-3b+5c),\ \tfrac{1}{3}(3c-2a+5b),\ \text{and}\ \tfrac{1}{6}(5c-3a-4b).$$

14. Divide $3x^4-8x^3y-4x^2+4x^2y^2-4xy-15$ by $3x^2-2xy+5$.

15. Express as fractions in their lowest terms—

(1.) $$\frac{\dfrac{x}{y}+\dfrac{y}{x}-2}{\dfrac{x}{y}-\dfrac{y}{x}}.$$

(2.) $$\frac{1}{x+y}+\frac{1}{x-y}-\frac{2y}{x^2-y^2}.$$

16. Solve the following equations :—

(1.) $$3x-\frac{x-1}{2}=5.$$

(2.) $$x-\frac{5-x}{3}+\frac{3-x}{5}=\frac{1-x}{4}.$$

17. Divide £900 between A, B, and C, giving to A twice as much as to B, and to C half as much as to A and B together.

18. If you add 7 to a number and take $\frac{1}{4}$th of the sum, you get the same result as when you subtract 7 from the number and take half the difference. What is the number?

E.—DEPARTMENT OF DRAWING.

Drawing in Outline from the Flat.

(One hour and a half is allowed for this Paper.)

Make a careful drawing, in pencil, of the accompanying Outline, the same size as the original.

F.—MUSIC.—(*See Page* 37.)

SPECIAL SUBJECTS.

SENIOR.

A. 1.—LATIN.

Examiner—Principal SIR A. GRANT.

1. Translate into English, with notes where necessary:—

O navis, referent in mare te novi
Fluctus! O quid agis? Fortiter occupa
  Portum. Nonne vides ut
    Nudum remigio latus
Et malus celeri saucius Africo
Antennaeque gemant ac sine funibus,
  Vix durare carinae
    Possint imperiosius
Aequor? Non tibi sunt integra lintea,
Non Di, quos iterum pressa voces malo.
  Quamvis Pontica pinus,
    Silvae filia nobilis,
Jactes et genus et nomen inutile;
Nil pictis timidus navita puppibus
  Fidit. Tu, nisi ventis
    Debes ludibrium, cave.
Nuper sollicitum quae mihi taedium,
Nunc desiderium curaque non levis,
  Interfusa nitentes.
    Vites aequora Cycladas.

2. Translate:—

Caelo supinas si tuleris manus
Nascente Luna, rustica Phidyle,
  Si thure placaris et horna
    Fruge Lares avidaque porca;
Nec pestilentem sentiet Africum
Fecunda vitis, nec sterilem seges
  Robiginem, aut dulces alumni
    Pomifero grave tempus anno.

Nam, quae nivali pascitur Algido
Devota quercus inter et ilices,
  Aut crescit Albanis in herbis
    Victima pontificum secures
Cervice tinget: te nihil attinet
Tentare multa caede bidentium
  Parvos coronantem marino
    Rore Deos fragilique myrto.
Immunis aram si tetigit manus,
Non sumptuosa blandior hostia
  Mollivit aversos Penates
    Farre pio et saliente mica.

3. Translate:—

Is ubi cum lictoribus in Rostra escendit, neque duos dictatores tempore uno, quod numquam antea factum esset, probare se dixit neque dictatorem se sine magistro equitum nec censoriam vim uni permissam, et eidem iterum, nec dictatori nisi rei gerendae causa creato in sex menses datum imperium. Quae immoderata fors tempus ac necessitas fecerit, his se modum impositurum: nam neque senatu quemquam moturum ex iis, quos C. Flaminius L. Æmilius censores in senatum legissent, transcribi tantum recitarique eos jussurum, ne penes unum hominem judicium arbitriumque de fama ac moribus senatoris fuerit, et ita in demortuorum locum sublecturum, ut ordo ordini non homo homini praelatus videretur.

4. Translate:—

Quoi dono lepidum novum libellum
  Arido modo pumice expolitum?
Corneli, tibi: namque tu solebas
  Meas esse aliquid putare nugas,
Jam tum cum ausus es unus Italorum
  Omne aevum tribus explicare cartis
  Doctis, Juppiter, et laboriosis.
  Quare habe tibi quicquid hoc libelli,
  Qualecunque; quod *o* patrona virgo
Plus uno maneat perenne saeclo.

5. Translate into Latin:—

The battle of Philippi closed the military career of Horace. His conduct after the battle, his flight, and throwing away his shield, have been the subject of much grave animadversion and as grave defence. But the playful allusion of the poet to his throwing away his shield only indicates that Horace fled with the rest of the defeated army, not that he showed any want of valour during the

battle. He abandoned the cause of Brutus, when it was not merely desperate but extinct.

6. Explain, and illustrate by instances, the use of the subjunctive mood with the relative *qui*.

7. Express in the ancient Latin form "the 1st of January," "the 3d of March," "the 15th of July," "the 21st of September," "the 30th of November."

8. Write a brief criticism on the Odes of Horace.

A. 2.—GREEK.

Examiner—Mr. Millar Nicolson.

1. Translate into Greek :—

Alexander first pursued Darius, who had fled into Central Asia. Having given his soldiers five days' rest (*ἀνάπαυσις*) he closely pursued (*ἐπικεῖσθαι*) the fallen king. At last Alexander and his followers overtook him (*καταλαμβάνειν*) but found him dying, Bessus and the other satraps having pierced him (*διελαύνω*) with javelins. A Macedonian soldier having come up, found the king just able to utter a few words of thanks to Alexander for his kindness to his family.

2. Translate :—

Ἐκ τούτου δὴ οἱ Ἕλληνες ἔθεον ἐπὶ τὰ ὅπλα πάντες ἐκπεπληγμένοι καὶ νομίζοντες αὐτίκα ἥξειν αὐτοὺς ἐπὶ τὸ στρατόπεδον. οἱ δὲ πάντες μὲν ουκ ἦλθον, Ἀριαῖος δὲ καὶ Ἀρτάοζος καὶ Μιθριδάτης, οἳ ἦσαν Κύρῳ πιστότατοι· ὁ δὲ τῶν Ἑλλήνων ἑρμηνεὺς ἔφη καὶ τὸν Τισσαφέρνους ἀδελφὸν σὺν αὐτοῖς ὁρᾶν καὶ γιγνώσκειν· ξυνηκολούθουν δὲ καὶ ἄλλοι Περσῶν τεθωρακισμένοι εἰς τριακοσίους. οὗτοι ἐπεὶ ἐγγὺς ἦσαν, προσελθεῖν ἐκέλευον εἴ τις εἴη τῶν Ἑλλήνων ἢ στρατηγὸς ἢ λοχαγός, ἵνα ἀπαγγείλωσι τὰ παρὰ βασιλέως. μετὰ ταῦτα ἐξῆλθον φυλαττόμενοι τῶν Ἑλλήνων στρατηγοὶ μὲν Κλεάνωρ Ὀρχομένιος καὶ Σοφαίνετος Στυμφάλιος, ξὺν αὐτοῖς δὲ Ξενοφῶν Ἀθηναῖος, ὅπως μάθοι τὰ περὶ Προξένου· Χειρίσοφος δ' ἐτύγχανεν ἀπὼν ἐν κώμῃ τινὶ ξὺν ἄλλοις ἐπισιτιζόμενος. ἐπεὶ δὲ ἔστησαν εἰς ἐπήκοον, εἶπεν Ἀριαῖος τάδε. Κλέαρχος μέν, ὦ ἄνδρες Ἕλληνες, ἐπεὶ ἐπιορκῶν τε ἐφάνη καὶ τὰς σπονδὰς λύων, ἔχει τὴν δίκην καὶ τέθνηκε, Πρόξενος δὲ καὶ Μένων, ὅτι κατήγγειλαν αὐτοῦ τὴν ἐπιβουλήν, ἐν μεγάλῃ τιμῇ εἰσιν.

3. Translate :—

Τὸν δ' ἄρ ὑποβλήδην ἠμείβετο δῖος Ἀχιλλεύς·
ἦ γάρ κεν δειλός τε καὶ οὐτιδανὸς καλεοίμην,
εἰ δὴ σοὶ πᾶν ἔργον ὑπείξομαι, ὅ,ττι κεν εἴπῃς·
ἄλλοισιν δὴ ταῦτ' ἐπιτέλλεο, μὴ γὰρ ἔμοιγε
σήμαιν' ! οὐ γὰρ ἔγωγ' ἔτι σοι πείσεσθαι ὀΐω.
ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῇσιν·
χερσὶ μὲν οὔτοι ἔγωγε μαχήσομαι εἵνεκα κούρης,
οὔτε σοί, οὔτε τῳ ἄλλῳ, ἐπεί μ' ἀφέλεσθέ γε δόντες·
τῶν δ' ἄλλων, ἅ μοί ἐστι θοῇ παρὰ νηῒ μελαίνῃ,
τῶν οὐκ ἄν τι φέροις ἀνελὼν ἀέκοντος ἐμεῖο.
εἰ δ', ἄγε μήν, πείρησαι, ἵνα γνώωσι καὶ οἵδε·
αἶψά τοι αἷμα κελαινὸν ἐρωήσει περὶ δουρί.

4. Explain briefly the force of the following particles in the above passage :—*κεν, δή, τοι, γε.*

5. Conjugate *καλεοίμην, βάλλεο, ἀφέλεσθε ὀμοῦμαι, ἀναστήσειν, ἐτράπετο.*

6. Translate *ad aperturam* :—

Ἐπεὶ δ' οὖν εἰσήχθη πρὸς βασιλέα καὶ προσκυνήσας ἔστη σιωπῇ, προστάξαντος τῷ ἑρμηνεῖ τοῦ βασιλέως ἐρωτῆσαι, τίς ἐστι, καὶ τοῦ ἑρμηνέως ἐρωτήσαντος, εἶπεν· „Ἥκω σοι, βασιλεῦ, Θεμιστοκλῆς ὁ Ἀθηναῖος ἐγὼ φυγὰς ὑφ' Ἑλλήνων διωχθείς, ᾧ πολλὰ μὲν ὀφείλουσι Πέρσαι κακά, πλείω δὲ ἀγαθὰ κωλύσαντι τὴν δίωξιν, ὅτε τῆς Ἑλλάδος ἐν ἀσφαλεῖ γενομένης παρέσχε τὰ οἴκοι σωζόμενα χαρίσασθαί τι καὶ ὑμῖν. Ἐμοὶ μὲν οὖν πάντα πρέποντα ταῖς παρούσαις συμφοραῖς ἐστι, καὶ παρεσκευασμένος ἀφῖγμαι δέξασθαί τε χάριν εὐμενῶς διαλλαττομένου καὶ παραιτεῖσθαι μνησικακοῦντος ὀργήν· σὺ δὲ τοὺς ἐμοὺς ἐχθροὺς μάρτυρας θέμενος ὧν εὐεργέτησα Πέρσας, νῦν ἀπόχρησαι ταῖς ἐμαῖς τύχαις πρὸς ἐπίδειξιν ἀρετῆς μᾶλλον ἢ πρὸς ἀποπλήρωσιν ὀργῆς.

A. 3.—FRENCH.

1. Translate into English :—

Les intérêts collectifs contrarient souvent en France *l'esprit* d'unité que professe *l'administration*, et dont elle semble se *faire* un point *d'honneur*, pour ne pas dire un cas de conscience. *Prenez* au hasard une commune, grande ou petite, vous y *découvrirez* à coup sûr des

éléments hétérogènes prêts à se séparer au moindre relâchement de la force directrice qui les *tient* assemblés. Une ville, par exemple, se trouve-t-elle bâtie moitié sur une hauteur et moitié en *plaine* (c'est assez communément la position de celles qui datent de loin), la voilà par ce fait même divisée en deux sections bien tranchées, ville haute et ville basse. Or il n'est pas *besoin* d'avoir habité Genève, pour *savoir* que ces quatre mots impliquent toujours *l'idée* d'un assez mauvais ménage. La cité est elle entourée de faubourgs: autre sujet de discorde! Ces faubourgs sont ses ennemis naturels, et sans cesse ils accusent l'égoïsme de son administration, tandis qu'elle même, affligée de son octroi, envie leurs *immunités*; la seule différence en ce cas, c'est qu'au lieu de se *mouvoir* du bas en haut, la guerre intestine s'agite de la circonférence au centre.

2. Translate into English:—

LA CIGALE ET LA FOURMI.

La cigale, ayant chanté tout l'été,
Se trouva fort dépourvue,
Quand la bise fut venue:
Pas un seul petit morceau
De mouche ou de vermisseau!
Elle alla crier famine
Chez la fourmi sa voisine,
La priant de lui prêter
Quelque grain pour subsister
Jusqu'à la saison nouvelle.
Je vous paîrai, lui dit-elle
Avant l'août, foi d'animal,
Intérêt et principal.
La fourmi n'est pas prêteuse:
C'est là son moindre défaut.
Que faisiez-vous au temps chaud?
Dit-elle à cette emprunteuse.
Nuit et jour à tout venant
Je chantais, ne vous déplaise.
Vous chantiez! J'en suis fort aise.
Hé bien! dansez maintenant.

3. Translate into French:—

Here we are, my dear daughter, thrown back into the most detestable weather that one can imagine. For the last four days it has rained incessantly; all our alleys are flooded (*noyé*); it is impossible to walk in them. Our masons, our carpenters, stay at home; in short, I hate this country and wish for your own. Perhaps you are wishing for our rain; I suppose we are both well off as we are. I am in my

room engaged with reading, without daring to put my nose outside. My heart is contented, because I trust you are well. This makes the storms supportable, for we have nothing but storms.

4. State the irregularities of the verbs, and the gender of the substantives marked in the first French passage in italics.

5. Correct the mistakes, if any, in the following sentences:—Ma soeur était bien affligé de ne vous pas avoir vus dépuis deux semaines. Je vous écri avec plaisir, quoique je n'aie rien pas de vous mander. Nousavons vues ces armées autrefois si triomphants vaincu par un ennemie bien inferieur. L'opinion public est, comme une girouette, sujet à tout souffle de vent.

6. When is the definite article not used before substantives?

A. 4.—GERMAN.

1. Translate into English:—

Wir waren beim klarsten Sternhimmel bis spät in der freien Gegend umherspazirt; und nachdem ich sie und die Gesellschaft von Thüre zu Thüre nach Hause begleitet und von ihr zuletzt Abschied genommen hatte, fühlte ich mir so wenig Schlaf, dass ich eine frische Spazierwandrung anzutreten nicht säumte. Ich ging die Landstrasse nach Frankfurt zu, mich meinen Gedanken und Hoffnungen zu überlassen; ich setzte mich auf eine Bank, in der reinsten Nachtstille, unter dem blendenden Sternhimmel mir selbst und ihr anzugehören. Ich war darauf weiter nach der Stadt zugegangen und an den Röderberg gelangt, wo ich die Stufen, welche nach den Weinbergen hinaufführen, an ihrem kalkweiszen Scheine erkannte.

2. Translate into English:—

TROST IN LEIDEN.

Lahmer, ich rühme dein Loos: Almosen zu sammeln ersparst du,
Schüchtern von Haus zu Haus wendend den zögernden Schritt.
Blinder, ermiss dein Glück: wie hochmuthtrunken die Reichen
Blicken auf Arme herab, Bruder, das kannst du nicht sehn.
Stummer, du bist zu beneiden: den Grossen der Erde zu schmeicheln,
Hoffend auf kärglichen Lohn, ist dir die Stimme versagt.
Glücklich zu nennen bist, Tauber, auch du: wenn elende Wichte
Reden Verläumdung und Hohn, bleibt ein Geheimniss es dir.

3. Translate into German:—

Körner wrote to his father in 1812: "Germany is aroused;

'Prussian eagle, with boldly rushing wing, awakes in every true heart the glorious hope of German freedom. My muse pines (*sich sehnen*) to aid her fatherland. Let me worthily obey the impulse. Now, when I know what happiness can be obtained in this life;—now when every star of my destiny shines upon me with beaming radiance;—now is it, by heaven! an exalted feeling that inspires me:—the powerful conviction that no sacrifice can be too great for the highest earthly good—national freedom."

4. Form a few sentences showing the difference between *auf den Tisch* and *auf dem Tisch; über das Dach* and *über dem Dach; hinter der Thür* and *hinter die Thür; vor der Stadt* and *vor die Stadt; während einer Stunde* and *binnen einer Stunde.*

5. When must the nominative be placed after the verb?

6. Give the preterite and past participle of the following verbs:—*erwerben, reiten, schwimmen, fliegen, fliehen, kriechen, laufen, kaufen, braten, wachsen, schneiden.*

B. 1.—ENGLISH.

Examiner—Professor MASSON.

1. Sketch briefly the legend, or legends, of Scottish History, on which Shakespeare founded his *Macbeth*, assigning dates, and mentioning Shakespeare's authority for the story.

2. Contrast the characters of Macbeth and Lady Macbeth in respect of their different kinds of courage, referring to instances or passages in the Play.

3. Give the meanings and derivations of as many as you can of the following words in the Play:—*hurlyburly, graymalkin, gallow-glasses, thane, aroint thee, pent-house, weird, harbinger, coign, wassail, limbec, dudgeon, incarnadine, jovial, rooky ('rooky wood'), brinded, chaudron, bodements, hoodwink, blaspheme, fee-grief, alarm, sag, bruited, intrenchant.*

4. Explain the sense, or the allusions, of the following passages. The passages need not be rewritten, but may be referred to by their numbers:—

(1.) "Or memorize another Golgotha."

(2.) "Till he disbursed at St. Colme's Inch
Ten thousand dollars to our general use."

(3.) "My thought, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smothered in surmise."

(4.) "There's no art
To find the mind's construction in the face."

(5.) "If the assassination
Could trammel up the consequence, and catch
With his surcease success."

(6.) "There's husbandry in heaven;
Their candles are all out."

(7.) "*Ross.* Where is Duncan's body?"
"*Macd.* Carried to Colmekill,
The sacred storehouse of his predecessors,
And guardian of their bones."

(8.) "Thou hast no speculation in those eyes."

(9.) "And at the pit of Acheron
Meet me i' the morning."

(10.) "Upon the corner of the moon
There hangs a vaporous drop profound."

(11.) "He cannot buckle his distempered cause
Within the belt of rule."

(12.) "The golden round
Which fate and metaphysical aid doth seem
To have thee crowned withal."

(13.) "My thanes and kinsmen,
Henceforth be earls."

(14.) "So, thanks to all at once and to each one,
Whom we invite to see us crowned at Scone."

5. Point out the *grammatical* peculiarities in the following passages:—

(1.) Passage 5 of the foregoing.

(2.) "Or have we eaten on the insane root?"

(3.) "To fight you thus methinks I am too savage.'

(4.) "The which no sooner had his prowess confirmed
But like a man he died."

(5.) "'T is better thee without than he within."

(6.) "I have known those which have walked in their sleep
who have died holily in their beds."

(7.) "I cannot but remember such things were
That were most precious to me."

6. Over what period of English History does Macaulay's essay on Hallam extend? Divide the period into the reigns of the successive Sovereigns, giving dates if you can; and in each reign insert the names of two or three important political men belonging to it.

7. What were the chief questions in dispute between Charles I. and the Long Parliament, and on which of these did the Civil War immediately break out? How does Macaulay criticise Hallam's view of the rights of this question?

8. Express in a few sentences Macaulay's account of the state of English Society after the Restoration.

9. Give your impressions of any recent English book, or part of a book, you have read (Macaulay excepted).

10. The following is an extract from a blank verse poem, printed as prose. Write it out in its proper verse form:—

"You shall return, Julia," said he, "and to your father's house go with the child. You have been wretched; yet the silver shower, whose reckless burthen weighs too heavily upon the lily's head, oft leaves a saving moisture at its root. Malice, beholding you, will melt away. Go!"

B. 2—HISTORY AND GEOGRAPHY.

Ancient Greece.

(*a.*) History.

1. Give a short account of the origin, progress, and results of the Peloponnesian War.

2. Describe briefly the wars between the Greek States and Darius and Xerxes.

3. Describe the campaigns of Alexander the Great.

4. How was the Grecian Empire divided after the death of Alexander, and what was the relative importance of the parts?

5. What was the Athenian Constitution?

6. State what you know of Epaminondas, Pericles, Plato, Æschylus, Cleon, and Aristophanes.

(*b.*) Geography.

1. Name the Grecian States S. of the Isthmus of Corinth, describing their position and naming their chief towns and other places of interest.

2. Name the principal Islands belonging to Greece, telling their position, and stating whatever you know of any of them.

3. Name the chief Grecian States and Cities in Asia Minor, giving their position, and what else you know of them.

4. Where are Sunium, Mulea, Panaetolicus, Hymettus, the Ægean Sea, Marathon, Thermopylae, and Taenarium? What do you know of any of them?

5. Where are Elis, Thebes, Plataeae, Dodona, Amphissa, and Argos? What do you know of any of them?

B. 2.—HISTORY AND GEOGRAPHY.

FRANCE.

Examiner—Mr. LINDSAY.

1. Describe the foundation and growth of the Norman power in France.

2. In what circumstances did the House of Valois come to the throne of France, and when did it cease to reign?

3. Describe the chief events in the reign of Louis 11th, narrating carefully his struggle with Charles of Burgundy.

4. Describe the chief events in the reign of Louis 14th.

5. Describe briefly the chief events in the Revolution of 1792, tracing its growth in the reign of Louis 16th, and showing how it fell beneath the influence of Napoleon.

6. Name the chief battles fought between the French and the Germans since the year 1792, and give their results briefly.

7. When did the following men live, and what do you know about them:—Cardinal Richelieu, Cardinal Mazarin, Philippe D'Orleans, Danton, Tallien, Soult, Bossuet, Fénélon, Molière, Racine, and Béranger?"

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1. Describe carefully the coast line of France which borders the Bay of Biscay, and which borders the Mediterranean Sea.

2. Trace the watershed of France.

3. Trace the course of the river Seine, name its principal tributaries, trace their courses, and name the chief towns, telling their position, in the country drained by these rivers.

4. Where are Bordeaux, Langres, Sedan, Saarbruck, Metz, and Versailles? Tell what you know about them.

5. Where are Périgueux, Avignon, Nantes, St. Brienne, Bar-le-Duc, Fontainebleau, Tours, Moulins, Lyons, Dijon, Marseilles, Cherbourg, and Dieppe? For what are any of them famous?

6. Describe carefully the provinces of Alsace and Lorraine, giving their chief towns, mountains, rivers, trade, and produce. What parts of them have been recently ceded to Germany?

7. Describe the French Colonial possessions in Africa and America.

C. 1.—MATHEMATICS.

Examiner—Professor KELLAND.

1. If the increase of the population be 20 per cent. per annum, what will a population of 1000 become in ten years?

2. If by selling at 15s. a yard you lose 10 per cent. on the outlay, what do you gain or lose per cent. when you sell at 17s. a yard?

3. Add together $\frac{1}{3}$ of $3\frac{1}{3}$, $\frac{1}{5}$ of $4\frac{1}{6}$, $\frac{1}{7}$ of $4\frac{1}{5}$ and $\frac{1}{8}$ of $1\frac{1}{7}$.

4. The value of an ounce Troy of sovereigns is £3, 17s. $10\frac{1}{2}$d., what is the exact weight in grains of a sovereign?

5. If two triangles have two sides of the one equal to two sides of the other, each to each, but the contained angle of the one greater than that of the other, the base of that which has the greater angle shall be greater than the base of the other.

6. Parallelograms upon the same base and between the same parallels are equal.

7. If the square described on one side of a triangle is equal to the squares described on the other two sides, the angle contained by those sides is a right angle.

8. If a straight line be divided into two equal and also into two unequal parts, the squares of the two unequal parts are together double of the square of half the line, and of the square of the line between the points of section.

9. In every triangle the square of the side opposite an acute angle is less than the squares of the sides which contain that angle. State by how much, and prove the proposition.

10. If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it cuts it at right angles; and conversely.

11. The opposite angles of any quadrilateral figure described in a circle are equal to two right angles.

Conversely, if the opposite angles of a quadrilateral are equal to two right angles a circle may be described about it.

12. About a given circle to describe a triangle equiangular to a given triangle.

13. To inscribe a regular hexagon in a given circle.

14. Divide $x^4+y^4-7x^2y^2$ by $x^2+3xy+y^2$.

15. Extract the square root of

$$(a^2+b^2)^2+2(a^2-b^2)^2+a^4-2a^2b^2-2b^4.$$

16. Express as single fractions in their lowest terms—

$$(1.)\ \frac{1}{a-1}+\frac{1}{\frac{1}{a}-1}.$$

$$(2.)\ \frac{1}{x+y}+\frac{1}{x-y}+\frac{2y}{y^2-x^2}.$$

17. Solve the following equations :—

$$(1.)\ \frac{1}{x+1}-\frac{2}{x+2}=\frac{3}{x+3}-\frac{4}{x+4}.$$

$$(2.)\ \frac{\sqrt{x+28}}{\sqrt{x+4}}=\frac{\sqrt{x+38}}{\sqrt{x+6}}.$$

18. Solve also $\frac{1}{x+1}-\frac{1}{x+3}=\frac{4}{x+5}-\frac{4}{x+7}$.

19. Given log. $3=.47712$, find log. $3\frac{1}{3}$.

Given two sides of a triangle, and the angle opposite one of them; find the angle opposite the other in a logarithmic form.

D. 1.—CHEMISTRY.

Examiners—Professor A. Crum Brown and Dr. Arthur Gamgee.

1. Give the composition of water by weight and by volume; its characters in a pure state, and the proofs of its constitution.

2. Describe the changes which take place when (*a.*) red oxide of mercury, and (*b.*) chlorate of potassium are strongly heated. Give the chemical symbols of the substances heated, and of the substances which are the results of the operation, describing the chemical and physical properties of the gas which is evolved.

3. What are the combining weights of hydrogen, chlorine, sulphur, carbon, and phosphorus.

4. What is meant by the term "allotropic modification" as applied to the elements, and give as many instances as you can remember of elements which exhibit allotropic modifications.

5. Name and describe, as accurately as possible, the three allotropic modifications of carbon, and state how their chemical identity may be established.

6. Mention the gases which are chiefly contained in coal gas, giving the chemical symbols of the more important.

7. Describe the mode of preparing sulphuretted hydrogen. What is its composition by weight?

8. What changes occur when sulphuretted hydrogen is made to bubble through solutions of arsenious acid, plumbic acetate, and mercuric nitrate, each acidulated with hydrochloric acid?

9. How can pure bromine be obtained from bromide of potassium? Illustrate by a chemical equation the changes which occur during the process.

10. What is the exact meaning attached to the terms *atom* and *molecule* in Chemistry?

D. 2.—NATURAL HISTORY.

Examiner—Professor WYVILLE THOMSON.

a. ZOOLOGY.

1. Describe the skull, with teeth, of a cat, and contrast it with that of a sheep.

2. Compare the fore-limb of a bat, a whale, a bird, and a fish.

3. Describe the skull and teeth of the elephant. What are the resemblances and differences between the dentition of the elephant and that of the hare?

4. What are the differences between the pearly nautilus and the paper nautilus? Refer these to their respective orders and families.

5. Describe the parts about the mouth in a beetle, a butterfly, and a locust.

6. Give the classes of arthropoda (=articulata) and their distinctive characters.

7. Refer to their classes and orders the following animals:—the wasp, the locust, the liver fluke, the cockle, and the sea-anemone.

8. Name the principal mammals found wild in Britain, and refer them to their orders and families.

b. GEOLOGY.

1. Into what groups are igneous rocks divided, and what are the characters of these groups?

2. Name a few of the most characteristic fossils of the mountain limestone.

3. Describe the mineral characters of coal, shale, and sandstone, and state the origin and mode of formation of each of these rocks.

4. What is an anticlinal axis?

5. What is cleavage, and which rocks show it best?

D. 3.—BOTANY.

Examiner—PROFESSOR BALFOUR.

1. What kind of vernation is seen in Ferns? Describe it.
2. What is meant by the term Epigynous? Give an example.
3. Explain the terms Syngenesious, Polygynous, and Apocarpous.
4. Describe fully the Capitulum and the flowers of the Dandelion.
5. Describe a Capsule, and mention five ways in which Capsules dehisce.
6. What change takes place in the Pollen after it has been applied to the stigma?
7. Describe the Pollen of an Orchis.
8. Describe an Orthotropal Ovule.
9. Describe the fruit of the Yew.
10. Describe the flower of the Wallflower.
11. Describe fully the parts of the seed of a Bean.
12. What is meant by saying that a flower is Enneandrous and Hexagynous?
13. Describe a Berry, and mention two distinct kinds of Berry, giving an example of each.
14. Describe a multiple fruit.
15. What kind of fructification is seen in Ferns? Describe it.
16. Give the character of the organs in Cryptogamous plants which may be said to represent stamens and pistils.
17. Give the characters of Umbelliferous plants.
18. Describe the action of leaves on the air.
19. Describe generally the Classes and Sub-classes of the Natural System.
20. Define what is meant by a Genus and a Species. Give an example of each.
21. Give the characteristics of the natural order Labiatæ.

Two fresh plants will be put into the hands of the Candidate for description.

D. 4.—PHYSIOLOGY.

Examiner—Dr. ARTHUR GAMGEE.

1. Mention the chief alimentary principles which are found in the food of man, and state whence they are derived.
2. Describe the processes to which the food is subjected in

digestion by the secretions poured into the mouth, stomach, and small intestines.

3. In what respect is the liver supposed to be a source of loss to the blood, and in what of gain?

4. What are the functions of arteries and veins? By what characters would you distinguish an artery from a vein?

5. Enumerate the three principal sets of excretory organs, whose function it is to remove waste matters from the blood. Mention the substances which are excreted by each, and describe the microscopic structure of any one of these organs.

6. What is meant by the term nerve-centre? Mention the principal nerve-centres in man.

7. Describe the structure of nerves as seen by the naked eye and by the microscope. State generally what you know of the functions of nerves.

8. Mention some examples of those motions which are termed *reflex;* explain their mechanism, and the purposes served by them in the animal economy. How are they influenced by the will?

9. Describe those structures in the human eye which are necessary to the formation of images of objects upon the retina.

(In answering this question the candidate will find it convenient to explain the arrangement of

a. the scelerotic and cornea;
b. the choroid and iris;
c. the retina;
d. the crystalline lens;
e. the vitreous body.)

10. Describe carefully the structure of that coat of the eye which is sensitive to light.

11. By what arrangement is the eye rendered capable of seeing near and distant objects?

12. What is meant by the term *rigor mortis?* Upon what change in the animal textures does it depend?

E.—DEPARTMENT OF DRAWING.

A.—Drawing from the Flat, or from a Model, with Light and Shade.

(*One hour and a half is allowed for this Paper.*)

Make a careful representation of the accompanying Jug,—placing the Model a little below the eye, about four feet from you, and so that one side is more in shadow than the other. In drawing it,

take care that whatever pattern is put upon it be foreshortened, as it recedes from the eye. *Or*, make a careful copy in chalk of the accompanying head from the Flat.

B.—Drawing in Perspective.

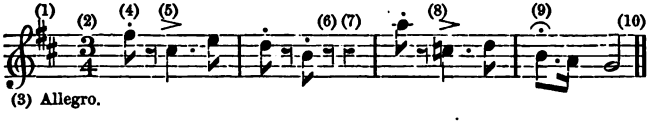
(*One hour is allowed for this Paper.*)

Make a careful drawing of the accompanying Chair, one leg of the object being tilted up about four inches, so that neither the back nor the seat may be seen in profile.

F.—MUSIC.

N.B.—*Junior Candidates take the questions above the line only.*

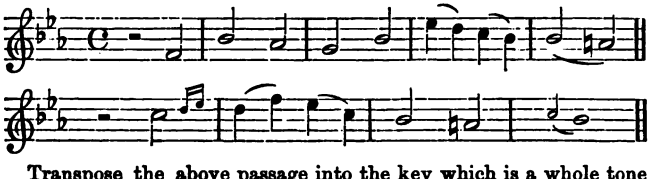
1. Explain the signs marked in the following passage:—



2. How many whole tones and how many semitones are there in the diatonic scale? Write out the scale of E major and its relative minor (ascending and descending), marking where the semitones fall in each.

3. Write down the signatures of the scales of B, B♭, A♭, C♯ major, and of their corresponding minors. What is the difference between a major and a minor third?

4. Determine the keys used in the following passage:—



Transpose the above passage into the key which is a whole tone less than the key of its signature.

5. Write down a passage of not less than six measures in $\frac{2}{4}$ time, using notes of different lengths and rests.

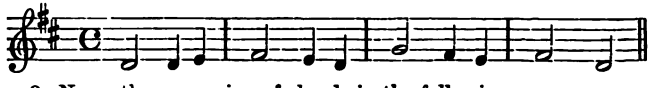
Or, write down any Psalm tune you can recollect.

---

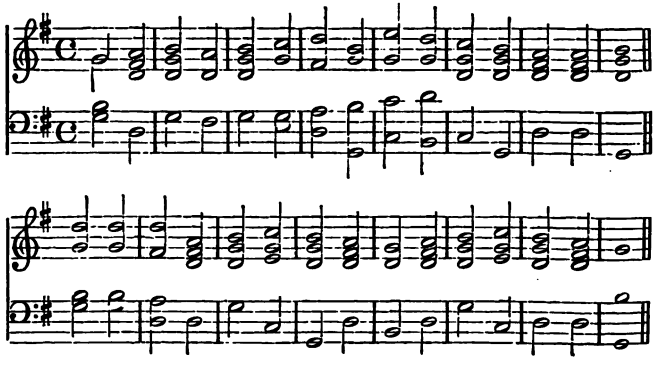
6. Write down the common chord in the scale of D major, and in that of E♭ major, giving and naming the inversions of the common chord in each of these scales.

7. What are the principal rules to be observed in the progression of parts in harmony?

Add an accompaniment of three parts to the following subject in the treble part:—



8. Name the succession of chords in the following passage:—



University of Edinburgh.

LOCAL EXAMINATIONS.

REGULATIONS FOR THE YEAR 1872.

The Examinations will commence on Tuesday, June 18, 1872, *at Nine o'clock* A.M.

I.—EXAMINATION OF (JUNIOR) CANDIDATES FOR ORDINARY CERTIFICATES.

Candidates for Ordinary Certificates must be above thirteen and under sixteen years of age on the day when the Examination begins.

1. Common Subjects.

All Candidates for Ordinary Certificates must undergo a satisfactory Examination in the following subjects, viz. :—

1. *English.*—Reading aloud, with proper accent and emphasis, some passage from an English author. Writing from Dictation. The Elements of English Grammar and Analysis. English Composition : the structure of sentences.

2. *History and Geography.*—The Outlines of English and Scottish History down to the death of Elizabeth.

The General Geography of North and South America. The Candidate will also be required to fill in an outline Map of some part in the work prescribed, marking the mountain chains, the rivers, the coast features, and the chief towns.

3. *Latin.*—Grammar; with a passage from Cæsar *De Bello Gallico*, Book I., for translation into English, and parsing.

***** In the case of Girls, Latin will be optional.**

4. *Elementary Arithmetic.*

5. *Scripture History.*—The First and Second Books of Kings, and the Acts of the Apostles.

***** This part of the Examination will not be required in the case of Candidates whose Parents or Guardians decline it *on conscientious grounds.***

2. Special Subjects.

With the foregoing *common* subjects must be conjoined at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the following Departments (indicated respectively by the letters A, B, C), viz., Languages; English Literature; Mathematics and Natural Philosophy.

A.—Department of Languages.

1. *Latin.*—A passage from Cæsar *De Bello Gallico*, Book IV., and Virgil, *Æneid*, Book I., for translation into English, with grammatical and general questions.

An easy passage of English, with the more uncommon Latin words supplied, for translation into Latin.

2. *Greek.*—A passage from Xenophon, *Anabasis*, Book I., and from *The Acts of the Apostles*, for translation into English, with grammatical and general questions.

3. *French.*—A passage from Pelletan's *Le Pasteur de Désert*, ch. i.-xii., or from Voltaire's *Charles XII.* Books I. II. for translation into English, with questions on the accidence of French Grammar.

An easy English passage for translation into French.

4. *German.*—A passage from Andersen's *Bilderbuch ohne Bilder*, for translation into English, with questions on the accidence of German Grammar.

An easy English passage for translation into German.

B.—Department of English Literature.

1. *English.*—(*a.*) Passages from Scott's *Lady of the Lake*, and from an English book not previously prescribed, for parsing and analysis, with questions on the portions of the Poem prescribed, including Etymology of Words. (*b.*) Composition; Narration and Description in Prose.

2. *History and Geography.*—England and Scotland, as given in the ordinary School-books.

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Arithmetic. Euclid, Books I. II. The Elements of Algebra, as far as Simple Equations.

2. *Natural Philosophy.*—The *Properties of Matter*. The *Parallelogram of Forces* and the *Mechanical Powers*.

A general knowledge of the Earth's dimensions and figure; the cause of the Seasons; the distances, motions, and physical character of the Heavenly Bodies.

Such information may be gained from the following text-books:—Balfour Stewart's *Lessons in Elementary Physics*, and Lockyer's *Elementary Lessons in Astronomy*.

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the two indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—Department of Drawing.

Drawing in Outline from the Flat.

F.—Department of Music.

The Grammar of Music.

Candidates who satisfy the conditions of the preceding Programme will receive a Certificate, signed by the Vice-Chancellor of the University. The Certificate will specify the subjects in which the Candidate has satisfied the Examiners.

II. Examination of Senior Candidates.

Candidates for Senior Certificates must be above fourteen, and under eighteen years of age, on the day when the Examination begins: Girls must be under twenty years of age.

1. Common Subjects.

The *common* subjects already specified as necessary in the cases of all Candidates for the Junior Certificates shall be required from every applicant for the Senior Certificate, unless he has already passed in these subjects.

2. Special Subjects.

With the foregoing *common* subjects (or with the Certificate) must be conjoined a satisfactory examination in at least *two*, and not more than *four*, *special* subjects. The special subjects selected by the Candidate must be taken from at least *two* of the Departments indicated by the letters A, B, C, and D.

A.—Department of Languages and Literature.

1. *Latin.*—Passages from Horace, *Odes*, Books I. and III.; and Livy, Bk. xxiii., for translation into English; with grammatical and general questions. Candidates must also translate from English into Latin. A passage from some Latin book not previously prescribed will be given for translation into English.

2. *Greek.*—Passages from Homer, *Iliad*, Book I., and Xenophon, *Anabasis*, Books II. and III., for translation into English; with grammatical and general questions. An easy passage from some other Greek author, to be translated into English. A piece of simple English prose, with the more uncommon words supplied, will be given for translation into Greek.

3. *French.*—*Ad aperturam* translation and retranslation, with questions on the accidence and the syntax of French Grammar.

4. *German.*—*Ad aperturam* translation and retranslation, with questions on the accidence and the syntax of German Grammar.

B.—Department of English.

1. *English.*—(*a.*) Shakespeare's *Merchant of Venice*, with Grammatical and Philological Questions. (The Clarendon Press Edition is recommended.) (*b.*) Macaulay's *Essay on Hallam's Constitutional History*. (Published separately.)

2. *History and Geography.*—France; or Ancient Greece.

C.—Department of Mathematics and Natural Philosophy.

1. *Mathematics.*—Higher Arithmetic. Euclid, Books I.-IV. Algebra to Quadratics. Logarithms, and their application to Trigonometry.

2. *Natural Philosophy.*—Elements of *Mechanics*, and of *Experimental Physics*. (Text-books: Goodwin's *Mechanics*, and Balfour Stewart's *Lessons in Elementary Physics*.)

D.—Department of Chemistry and Natural History.

*** Candidates must have an accurate knowledge of the Text-books prescribed.

1. *Chemistry.*—Text-book: Roscoe's *Lessons in Elementary Chemistry*, Lessons i.-xxv.

2. *Natural History.*—Text-book: Dr. Alleyne Nicholson's *Manual of Zoology*.

3. *Botany.*—Botanical Organography. Functions of Leaves and Flowers. Process of Fertilization in Flowering and in Flowerless Plants. Demonstration of orders, Ranunculaceæ, Cruciferæ, Caryophyllaceæ, Leguminosæ, Rosaceæ, Umbelliferæ, Compositæ, Labiatæ, Liliaceæ, and Grasses, in conspicuous specimens. General Distribution of Plants in Britain. (Text-book: Balfour's *Elements of Botany*.)

4. *Physiology.*—Text-book: Huxley's *Lessons in Elementary Physiology*.

Candidates may also offer themselves for Examination in Drawing and Music; but neither of these subjects will be reckoned as one of the *two* indispensable *special subjects*, though the values obtained in them will be added to the Candidate's aggregate marks.

E.—Department of Drawing.

(*a.*) Drawing or Painting from a Model, with Light and Shade, or in Colour.

(*b.*) Drawing in Perspective.

Candidates may undertake either or both of these Sections.

F.—Department of Music.

The Grammar of Music and the Principles of Musical Composition.

Candidates who satisfy the conditions of this Programme will receive a Senior Certificate, signed by the Vice-Chancellor of the University, specifying the subjects in which the Candidate has passed.

*** By a regulation of the General Medical Council, Certificates granted at the Edinburgh University Local Examinations to *Senior* Candidates exempt the holders for such subjects as are mentioned in the Certificate from the Medical Preliminary Examinations in any University or Medical School in the United Kingdom.

*** Candidates may, if they prefer it, take the *Common Subjects* alone, and leave the *Special Subjects* they mean to be examined upon until another year. All such Candidates will be registered as having passed in the Common Subjects, and will be entitled to an Examination on the Special Subjects they profess, *without an additional fee*, in some following year. But no Candidate will receive a Certificate until he has passed in at least two Special Subjects.

The successful Candidates, under the preceding Programmes of Examination, will be ranked in two Divisions, named A and B. Candidates who pass in not less than *three special* subjects will be placed in Division A. Those who pass in *two special* subjects only will be placed in Division B. Candidates in each Division will be ranked in two classes. In determining the order of merit, the aggregate of marks gained will be taken; but in the case of Candidates who take *more than three* special subjects, no marks will be given for such additional subjects unless the Candidate has gained more than 40 per cent. of the attainable marks; and the marks added from such additional subjects will be the aggregate marks gained, *minus* 40 per cent. The same rule holds with Drawing and Music.

Candidates will be examined in Edinburgh, and in such other places as the Board may appoint.

*** A Local Centre will be established for any school undertaking to send up yearly not fewer than six Candidates.

All necessary information may be obtained by applying *by Letter* to the Secretary to the Board at the University.

Printed forms, in which Candidates are to make application, will be prepared by the 1st May 1872, and must be returned duly filled up to the Secretary in Edinburgh before the 1st June following.

Fees.—Every Candidate for a Junior Certificate is required to pay a fee of 20s.; every Candidate for a Senior Certificate, a fee of 30s.,—excepting in the case of those who have previously obtained a Junior Certificate, when the fee will be 20s. These fees must be paid on or before the 15th June 1872. No fee can be returned under any circumstances.

By order of the Board,

Thomas M. Lindsay, M.A.,
Secretary.

13*th July* 1871.

GENERAL ARRANGEMENTS FOR THE EXAMINATIONS.

A.—Duties of Local Committee.

The Board of Management of the Edinburgh University Local Examinations undertake to establish a Centre for any School upon the following conditions:—

1. Not fewer than *six* Candidates must present themselves to be examined.

Candidates who have already passed in the Common Subjects, and who come up a second time for examination in the Special Subjects without additional Fee, cannot be reckoned among the six Candidates necessary to make a Centre.

2. A Local Committee of those interested in the School will make themselves responsible for the proper management of the Examinations.

3. Some gentleman residing in the neighbourhood, but unconnected with the School, will act as Local Examiner.

The Board of Management would prefer a Local Examiner who is a Member of the University Council, or one connected with the University. They give for the work a Fee of Two Guineas.

4. The names of the Candidates, with the subjects they profess, must be sent in to the Secretary, and the Fees paid on or before the days appointed.

5. All expenses, if any, incident to the Examination in each Local Centre are to be borne by the Local Committee.

6. The Local Committee will therefore provide suitable Rooms, Desks, etc., and make all other necessary arrangements for the accommodation of the Candidates during the Examination.

7. These arrangements are subject to the approval of the Superintending Examiners, who will see that they are such as to secure the convenience of the Candidates, and at the same time to prevent them from improperly referring to books or papers, or from communicating with each other.

8. It is desirable that a Lady Superintendent should be present where there are female Candidates.

9. The paper, both for Writing and Drawing, is provided by the University. Other materials for Writing are found by the Local Committee. Each Candidate should be supplied with two or three sheets of blotting-paper, and a separate inkstand. Each should bring his own pens.

10. All surplus paper should be returned to Edinburgh, as soon as the Examination is over.

11. The Local Committee should arrange so that at least one of their number may attend in the Examination Rooms, to assist the Examiner in superintending the Candidates, particularly at the time when he is engaged in hearing the Candidates read aloud.

B.—Duties of the Local Examiner.

12. No one except the Examiner himself can be permitted to communicate in any way with the Candidates while they are engaged in their work. If any questions be asked by the Candidates, with reference to their papers, the Examiner must decline to give any explanation which might serve to assist one Candidate more than another.

13. The Examiner will see that each Examination is commenced and concluded punctually at the hours appointed in the Time-Table. The paper, etc., should be distributed for the use of the Candidates at least *five minutes* before the hour fixed for the commencement of the Examinations.

14. The printed papers of questions on each subject are put up in separate sealed packets; and the subject of each paper, and the time allotted to it, are stated on the outside, corresponding with the divisions of the Time-Table. The Examiner is requested to keep the papers locked up, and not to open any packet before the time when the paper is to be given out.

15. Before the Examination commences, the Examiner is requested to see that each Candidate has a copy of the Time-Table, with his or her proper number marked upon it; and to call attention specially to the directions and cautions printed on the back of it. It may be advisable, for this purpose, to assemble all the Candidates half an hour before the time fixed for the opening of the Examination.

16. At the end of the time allowed for each paper, the Candidates are to bring their written papers *unfolded* to the Examiner. He is requested to see that each Candidate has marked his or her proper Number and Centre on each sheet, and then to have them arranged in the numerical order of the Candidates, and labelled on the outside with the name of the Centre and the subject of the exercise.

17. The Examiner will consult his own convenience in fixing the time for hearing the Candidates read aloud. About *six minutes* will be sufficient for each Candidate. The Examiner is requested to take 100 marks as representing the maximum of excellence attainable by a very good reader, and to assign to each Candidate such a proportion of this number as his performance shall seem to deserve.

C.—Candidates in Drawing.

18. Candidates in Drawing should provide themselves with the following articles :—

1. A Drawing Board.
2. Eight drawing pins, pencils, and all other necessary materials, *except paper*, which will be provided by the Board.

It is left to the discretion of the Examiner to give out the Exercise in Drawing at such times as the Candidates are not otherwise engaged.

No Drawing, when once commenced, is to be removed from the Examination-room.

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19. Each Examination-room should be provided with a Clock, so placed as to be within sight of all the Candidates.

N.B.—In case of any defect or difficulty in the arrangements, the Examiner is requested to communicate at once by telegraph with the Secretary at Edinburgh, at the University.

THOMAS M. LINDSAY, M.A.,
Secretary to the Board of Management.

University of Edinburgh,
July 1871.

EXAMINERS.

A.—Department of Languages.

(1.) *Classics.*

Principal SIR A. GRANT, Bart.
JOHN S. BLACKIE, Professor of Greek.
W. Y. SELLAR, LL.D., Professor of Humanity.
Rev. WM. MILLAR NICOLSON, M.A., Classical Examiner to the University.

(2.) *Modern Languages.*

THEODORE AUFRECHT, M.A., Professor of Sanscrit.
JAMES CLYDE, M.A., LL.D., late Classical Examiner to the University.

B.—Department of English.

ALEX. C. FRASER, M.A., Professor of Logic and Metaphysics.
DAVID MASSON, M.A., Professor of Rhetoric and English Literature.
THOMAS M. LINDSAY, M.A., Examiner in Mental Philosophy to the University.

C.—Department of Mathematics and Natural Philosophy.

PHILIP KELLAND, M.A., Professor of Mathematics.
P. G. TAIT, M.A., Professor of Natural Philosophy.

D.—Department of Chemistry and Natural History.

A. C. BROWN, M.D., Professor of Chemistry.
WYVILLE THOMSON, LL.D., Professor of Natural History.
J. H. BALFOUR, M.D., Professor of Botany.
ARTHUR GAMGEE, M.D., Lecturer on Physiology, Surgeons' Hall.

E.—Drawing.

MISS ASHWORTH.

F.—Music.

H. S. OAKELEY, M.A., Professor of the Theory of Music.

LOCAL SECRETARIES.

Inverness,.....WM. EADIE, Esq., M.A., Royal Academy.
Newton-Stewart, ...JOHN ST. CLAIR, Esq., Ewart Institute.
Greenock,.....JOHN GRAHAM, Esq., B.A., Collegiate School.
Elgin, ...JAMES FERGUSON, Esq., M.D.
Dunse, ...JAMES WOOD, Esq., Wellfield Academy.
Wigtown,.....JAMES W. HUSBAND, Esq.
Wick, ...ROBERT MUIR, Esq., Pulteneytown.
Lerwick, ...NATHANIEL LEASK, Esq., M.A.

Edinburgh University Local Examinations.

CLASS LISTS

FOR THE YEAR

1871.

DIVISION AND CLASS LISTS.

In determining these Classes, the marks gained for the Special Subject are alone taken into account. The Common Subjects are merely Pass Subjects. All Candidates who pass in two Special Subjects only, are put into Division B. Candidates who pass in more than two Special Subjects are put into Division A. The place which the Candidate occupies in each Division depends on the aggregate number of marks obtained. But in the case of Candidates who take more than three Special Subjects, while the full marks gained in the three Special Subjects in which the Candidate stands highest are taken, only those marks which are above 40 per cent. of the attainable marks are added from any additional Subject. The Letters and Numbers in italics after each Name, indicate the Special Subjects in which the Candidate is placed in the First Class, irrespectively of his place in the General List.

SENIOR CANDIDATES—BOYS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

Name.	Age.	School.
Baillie, Duncan Colvin, *A1, A2, B2,*	15	Royal Academy, Inverness.
Henderson, John Stewart, *B1, C1,*	15	Wellfield Academy, Dunse.

SECOND CLASS—IN ORDER OF MERIT.

Prentice, Thomas, ...	15	Collegiate School, Greenock.
Johnstone, George, *B1,*	15	Wellfield Academy, Dunse.
Lamond, Charles, } Equal, ...	16	Royal Academy, Inverness.
Mackintosh, John, }	16	Royal Academy, Inverness.

Broadfoot, W. Allison,		16	Collegiate School, Greenock.
Mann, Hugh W.,		15	Royal Academy, Inverness.
Mackintosh, James R.,	EQUAL,	15	Royal Academy, Inverness.
Skinner, John M.,	EQUAL,	...	Weston-House School, Elgin.
Young, George J.,	EQUAL,	15	Wellfield Academy, Dunse.
Henderson, George,		15	Wellfield Academy, Dunse.
Stuart, John Robert,		16	Royal Academy, Inverness.

JUNIOR CANDIDATES—BOYS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

Macmillan, James Hyslop, *A3, B1, C1,*	EQUAL,	14	Tongland Parish School, Castle-Douglas.
Scott, Thomas, *A1, B1, B2, C1,*	EQUAL,	15	Morebattle Parish School, Kelso.
Mackay, John, *A1, B1, B2,*		14	Royal Academy, Inverness.
Fraser, James Towers, *A1, B1, C1,*		15	Tongland Parish School, Castle-Douglas.
Dalgarno, George, *A1, B2,*		14	Fraserburgh Parish School.
Sutherland, Hector, *B2, E,*	EQUAL,	15	Pulteneytown Academy, Wick.
Darling, William James, *E,*	EQUAL,	14	Collegiate School, Greenock.
Smith, William J. W., *A3, B2,*		13	Weston-House School, Elgin.
Mactavish, Alexander Dewar, *A1,*		14	Royal Academy, Inverness.
Blackwood, Francis H., *A1,*		13	Wellfield Academy, Dunse.

SECOND CLASS—IN ORDER OF MERIT.

Slesser, George, *A1,*		13	Fraserburgh Parish School.
Robertson, John D.,	EQUAL,	15	Pulteneytown Academy, Wick.
Sinclair, Daniel, *B1,*	EQUAL,	15	Pulteneytown Academy, Wick.

Name.	Age.	School.
Broadfoot, William, } Equal,	14	Collegiate School, Greenock.
Sutherland, William, *C1,* } Equal,	15	Fraserburgh Parish School.
Clark, Frank, *A1,* } Equal,	14	John Watson's Hospital, Edinburgh.
Cunningham, George, *B1,* } Equal,	13	Wellfield Academy, Dunse.
Mackenzie, Edmund Lyons, } Equal,	15	Collegiate School, Greenock.
Stephenson, Joseph,	13	Wellfield Academy, Dunse.
Lamond, David Mitchell, *A1, B2,*	13	Royal Academy, Inverness.
Howden, Andrew, *A1,*	14	Wellfield Academy, Dunse.
Caverhill, Andrew M., *A1, C1,* } Equal,	13	Wellfield Academy, Dunse.
Sutherland, Alexander, } Equal,	14	Pulteneytown Academy, Wick.
Chrystal, Walter Francis,	14	John Watson's Hospital, Edinburgh.
Sutherland, Robert,	14	Wellfield Academy, Dunse.
Fielding, David, *E,*	16	Pulteneytown Academy, Wick.
Fleming, James,	14	Collegiate School, Greenock.

DIVISION B.—FIRST CLASS.

Vacant.

SECOND CLASS—IN ORDER OF MERIT.

Fraser, Donald W., *A1,*	13	Royal Academy, Inverness.
Davie, John,	15	Collegiate School, Greenock.
Paterson, John F., *A1,*	13	Wellfield Academy, Dunse.
Crockatt, Richard,	13	Collegiate School, Greenock.
Gregory, Alexander Macdonald,	13	Royal Academy, Inverness.

SENIOR CANDIDATES—GIRLS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

Masson, Flora, *A3, B1, F,*	15	Private Study.
Smeathe, Harriet, *A3, B1,*	17	Private Study.
Martin, Mary Dickson, *F,*	16	Southfield House School, Auchtermuchty.

SECOND CLASS—IN ORDER OF MERIT.

Kirk, Mary Wilson, *A3,*	19	Southfield House School, Auchtermuchty.
Black, Janet Young, *A3,* } EQUAL,	17	Miss Black's Ladies' Seminary, Forres.
Grant, Maggie, *B1,* } EQUAL,	15	Miss Black's Ladies' Seminary, Forres.
Adam, Catherine Mary, *B1,*	15	Southfield House School, Auchtermuchty.

DIVISION B.—FIRST CLASS.

Craig, Esther, *B2,*	16	Pulteneytown Academy, Wick.

SECOND CLASS—IN ORDER OF MERIT.

Watson, Jessie E., *B1,*	15	Miss Black's Ladies' Seminary, Forres.
Macdonald, Jamesina, } EQUAL,	16	Miss Black's Ladies' Seminary, Forres.
Macleod, Joanna, } EQUAL,	16	Trades' Maiden Hospital.

JUNIOR CANDIDATES—GIRLS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

NAME.	AGE.	SCHOOL.
Mackenzie, Elizabeth Greig, *A3, B1, B2,*	14	Miss Gregory's School, Elgin.
Dill, Margaret Scott, *A3, B1,*	14	Southfield House School, Auchtermuchty.
SECOND CLASS—IN ORDER OF MERIT.		
Morrison, Agnes Foulis, *C1,*	14	John Watson's Hospital, Edinburgh.
Ferguson, Annie Eliza, ...	14	Miss Gregory's School, Elgin.
Peel, Jeanie, ...	13	Miss Gregory's School, Elgin.
DIVISION B.—FIRST CLASS.		
Trotter, Elizabeth, *B1,*	13	Whitsome Parish School, Chirnside.
SECOND CLASS—IN ORDER OF MERIT.		
Smith, Elizabeth, ...	14	John Watson's Hospital, Edinburgh.
Elliot, Elizabeth, ...	15	Whitsome Parish School.

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1871.

JUNIOR CANDIDATES—GIRLS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

NAME.	AGE.	SCHOOL.
Mackenzie, Elizabeth Greig, *A3, B1, B2,*	14	Miss Gregory's School, Elgin.
Dill, Margaret Scott, *A3, B1,*	14	Southfield House School, Auchtermuchty.
SECOND CLASS—IN ORDER OF MERIT.		
Morrison, Agnes Foulis, *C1,*	14	John Watson's Hospital, Edinburgh.
Ferguson, Annie Eliza, ...	14	Miss Gregory's School, Elgin.
Peel, Jeanie, ...	13	Miss Gregory's School, Elgin.
DIVISION B.—FIRST CLASS.		
Trotter, Elizabeth, *B1,*	13	Whitsome Parish School, Chirnside.
SECOND CLASS—IN ORDER OF MERIT.		
Smith, Elizabeth, ...	14	John Watson's Hospital, Edinburgh.
Elliot, Elizabeth, ...	15	Whitsome Parish School.

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1871.

JUNIOR CANDIDATES—GIRLS.

DIVISION A.—FIRST CLASS—IN ORDER OF MERIT.

NAME.	AGE.	SCHOOL.
Mackenzie, Elizabeth Greig, *A3, B1, B2,*	14	Miss Gregory's School, Elgin.
Dill, Margaret Scott, *A3, B1,*	14	Southfield House School, Auchtermuchty.
SECOND CLASS—IN ORDER OF MERIT.		
Morrison, Agnes Foulis, *C1,*	14	John Watson's Hospital, Edinburgh.
Ferguson, Annie Eliza, ...	14	Miss Gregory's School, Elgin.
Peel, Jeanie, ...	13	Miss Gregory's School, Elgin.
DIVISION B.—FIRST CLASS.		
Trotter, Elizabeth, *B1,*	13	Whitsome Parish School, Chirnside.
SECOND CLASS—IN ORDER OF MERIT.		
Smith, Elizabeth, ...	14	John Watson's Hospital, Edinburgh.
Elliot, Elizabeth, ...	15	Whitsome Parish School.

Edinburgh University Local Examinations.

TABLES

SUPPLEMENTARY TO

THE CLASS LISTS

FOR THE YEAR

1871.

NOTICE.

THE following Tables are intended to show the degree of success attained by each Candidate in the late Examination.

A separate column is assigned for each Special Subject, and for the Common Subjects, which are reckoned as one subject. The notes show in which of the Common Subjects any Candidate has failed.

The letter *P* in any column denotes that in the subject to which it refers the Candidate has *passed.* The figure 0 denotes that in the subject under which it stands he has *failed.* The letter *C* in the column marked "Common Subjects," indicates that the Candidate has already passed in these subjects, and therefore was not required to undergo this part of the Examination again. The figure 1 in any column denotes that, in the Special Subject referred to, the Candidate is placed in the *First Class.* The letters *A* and *B*, and the figures 1 and 2 in the last columns, denote the *Division* and *Class* in which the number of Special Subjects passed by the Candidate and his aggregate marks entitle him to be placed ; the figure 0 in the last columns denotes that he has not been deemed worthy of a Certificate.

SENIOR CANDIDATES—BOYS.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
								INVERNESS.									
1	C.	1.	1.	...	...	...	1.	P.	...	...	...	...	...	...	...	A.	1.
2	C.	P.	P.	...	...	...	P.	P.	...	...	...	...	...	...	...	A.	2.
3	C.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
4	C.	P.	...	...	...	P.	P.	P.	...	...	...	...	...	...	...	A.	2.
5	C.	P.	P.	...	...	...	P.	...	...	...	...	...	...	...	...	A.	2.
6	C.	P.	...	...	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.
								ELGIN.									
6	C.	...	...	P.	...	...	P.	P.	...	...	...	...	...	...	...	A.	2.
								GREENOCK.									
1	C.	P.	...	...	...	P.	...	1.	...	...	...	...	...	...	...	A.	2.
2	C.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	P.	A.	2.
								DUNSE.									
1	C.	P.	...	...	...	1.	...	1.	...	...	...	...	...	...	...	A.	1.
2	C.	P.	...	...	...	1.	...	P.	...	...	...	...	...	...	...	A.	2.
3	C.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
4	C.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.

JUNIOR CANDIDATES—BOYS.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
								EDINBURGH.									
7	P.	1.	...	P.	...	0	...	P.	...	...	...	...	...	...	...	A.	2.
8	P.	P.	...	P.	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
9	P.	1.	...	...	...	1.	1.	1.	...	...	...	...	...	...	...	A.	1.
								INVERNESS.									
1	P.	1.	...	...	...	0	P.	...	...	...	...	...	...	...	...	B.	2.
2	P.	P.	...	...	...	0	P.	...	...	...	...	...	...	...	...	B.	2.
3	P.	1.	...	...	...	P.	1.	P.	...	...	...	...	...	...	...	A.	2.
4	P.	1.	...	...	...	1.	1.	P.	...	...	...	...	...	...	..	A.	1.
5	F.*	P.	...	...	...	0	0	...	...	...	...	...	...	...	...	0.	0.
6	F.†	P.	...	...	...	0	P.	...	...	...	...	...	...	...	...	0.	0.
7	P.	1.	...	...	...	P.	P.	...	...	...	...	...	...	P.	...	A.	1.
								ELGIN.									
4	...	1.	...	P.	...	...	1.	P.	...	...	...	...	...	P.	...	A.	1.
5	...	1.	...	...	...	...	P.	P.	...	...	...	...	...	P.	...	A.	2.
6	P.	...	...	1.	...	P.	1.	...	...	...	...	...	...	...	...	A.	1.
7	P.	P.	...	P.	...	...	...	1.	...	...	...	...	...	P.	P.	A.	2.
								GREENOCK.									
1	P.	P.	...	P.	...	...	...	P.	...	...	...	...	...	P.	...	A.	2.
2	P.	0	...	P.	...	...	...	P.	...	...	...	...	...	...	...	B.	2.
3	P.	...	...	P.	...	...	P.	P.	...	...	...	...	...	1.	...	A.	1.
4	P.	0	...	P.	...	...	...	P.	...	...	...	...	...	P.	...	B.	2.
5	P.	P.	...	P.	...	...	...	P.	...	...	...	...	...	P.	...	A.	2.
6	P.	P.	...	P.	...	...	...	P.	...	...	...	...	...	P.	...	A.	2.

* Failed in English Grammar.
† Failed in English Grammar, and in Arithmetic.

Junior Candidates, Boys—continued.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
								DUNSE.									
1	P.	1.	...	...	...	P.	...	0	...	...	...	...	...	...	...	B.	2.
2	P.	1.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
3	P.	1.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	1.
4	P.	1.	...	...	...	P.	...	1.	...	...	...	...	...	...	...	A.	2.
5	P.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
6	P.	P.	...	...	...	1.	...	P.	...	...	...	...	...	...	...	A.	2.
7	P.	P.	...	...	...	P.	...	P.	...	...	...	...	...	...	...	A.	2.
8	P.	...	...	...	...	0	...	P.	...	...	...	...	...	...	...	0.	0.
								WICK.									
1	C.	P.	..	...	...	P.	P.	...	...	...	...	...	...	1.	...	A.	2.
2	C.	P.	...	...	...	0.	P.	P.	...	...	...	...	...	P.	...	A.	2.
3	C.	P.	...	...	...	P.	1.	P.	...	...	...	...	...	1.	...	A.	1.
4	C.	P.	...	...	...	1.	P.	P.	...	...	...	...	...	P.	...	A.	2.
6	C.	P.	...	...	...	P.	P.	...	...	...	...	...	...	P.	...	A.	2.
								RINGFORD, CASTLE DOUGLAS.									
1	P.	1.	...	P.	...	1.	...	1.	...	...	...	...	...	...	...	A.	1.
2	P.	P.	...	1.	...	1.	...	1.	...	...	...	...	...	...	...	A.	1.

SENIOR CANDIDATES—GIRLS.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2. History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
							EDINBURGH.										
1	F.*	...	...	...	...	0.	P.	...	...	...	...	...	...	P.	0.	0.	0.
2	P.	...	...	1.	P.	P.	...	...	...	...	...	0.	...	P.	...	A.	2.
3	P.	...	...	...	...	P.	P.	...	...	...	...	...	...	P.	P.	B.	2.
4	P.	...	...	P.	P.	P.	...	...	...	...	...	...	P.	P.	1.	A.	1.
5	P.	...	...	1.	...	1.	...	...	...	P.	...	...	...	...	1.	A.	1.
6	P.	...	...	P.	0.	1.	...	...	...	...	...	...	0.	P.	P.	A.	2.
7	P.	...	...	1.	...	1.	...	...	...	...	0.	...	...	...	P.	A.	1.
							ELGIN.										
1	P.	...	...	1.	...	P.	P.	...	...	...	...	0.	...	...	...	A.	2.
2	P.	...	...	P.	...	1.	P.	...	...	...	...	0.	...	...	...	A.	2.
3	P.	...	...	...	...	P.	P.	...	...	...	...	0.	...	...	...	B.	2.
4	F.†	...	...	...	...	P.	0.	...	...	...	...	0.	...	...	...	0.	0.
5	P.	...	...	...	...	1.	P.	...	...	...	...	0.	...	...	...	B.	2.
							WICK.										
5	C.	...	...	...	...	...	1.	...	...	...	...	...	P.	...	...	B.	1.

* Failed in History and Geography. † Failed in Arithmetic.

JUNIOR CANDIDATES—GIRLS.

Candidate's Number.	Common Subjects.	A. 1. Latin.	A. 2. Greek.	A. 3. French.	A. 4. German.	B. 1. English.	B. 2 History and Geography.	C. 1. Mathematics.	C. 2. Natural Philosophy.	D. 1. Chemistry.	D. 2. Natural History.	D. 3. Botany.	D. 4. Physiology.	E. Drawing.	F. Music.	Division.	Class.
							EDINBURGH.										
2	P.	...	...	1.	...	1.	P.	...	...	...	...	...	...	P.	P.	A.	1.
3	P.	...	...	P.	...	P.	...	...	...	...	...	...	...	P.	P.	B.	2.
4	P.	...	...	P.	...	P.	...	1.	...	...	...	...	...	...	...	A.	2.
5	P.	...	...	P.	...	0.	...	P.	...	...	...	...	...	...	...	B.	2.
6	P.	...	...	P.	...	1.	...	...	...	...	...	...	...	P.	P.	B.	1.
							ELGIN.										
1	P.	...	...	P.	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.
2	P.	...	...	1.	...	1.	1.	...	...	...	...	...	...	...	...	A.	1.
3	P.	...	...	P.	...	P.	P.	...	...	...	...	...	...	...	...	A.	2.

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PREFACE.

THESE Examinations are intended to provide annually a uniform and impartial test of the work done by Pupils in the Higher Schools of Scotland, and in those Primary Schools in which the higher subjects are taught. They offer to teachers an unbiassed testimony of their success in teaching; to parents a guarantee of the progress made by their children; and to those engaged in private study, a reliable test of attainment.

The Examinations for 1876 were held simultaneously at Auchtermuchty, Banff, Bathgate, Campbeltown, Dollar, Dundee, Dunse, Edinburgh, Forres, Galashiels, Glasgow, Greenock, Helensburgh, Lockerbie, and Montrose, on the 19th, 20th, and 21st of June.

The number of Candidates who presented themselves for Examination was 280. Of those who appeared for examination in the Common Subjects, 214 have passed; 30 have failed. The failures reckoned in subjects are the following:—5 in English, 16 in History and Geography, 8 in Latin, 12 in Arithmetic, and 1 in Scripture History. Of the successful Candidates, 143 have obtained Ordinary Certificates; 62 have obtained Honour Certificates. In the Extra Subjects 71 have passed,—viz., 38 in Drawing, 37 for the Ordinary, and 1 for the Honour Certificate; and 33 in Music, 17 for the Ordinary, and 16 for the Honour Certificate. For the Ordinary Certificate, 25 have passed in Two Subjects, 54 in Three Subjects, and 64 in Four Subjects. For the Honour Certificate, 11 have passed in Two Subjects, 28 in Three Subjects, and 23 in Four Subjects. Three Bursaries were awarded as follows:—viz., the Bursary of £30 a-year, tenable for Two Years, given by the Edinburgh Ladies' Educational Association, was awarded to Miss Jessie Dobie, pupil of George Watson's College Schools; the Bursary of £20 a-year, tenable for Two Years also, given by the Edinburgh Ladies' Educational Association, was awarded to Miss Jane Menzies, student in the classes of the Edinburgh Ladies'

Educational Association; the third Bursary of £25, tenable for One Year, given by the National Union for Improving the Education of Women, was awarded to Miss Dora Christobel Elsie Clark, pupil of the Edinburgh Educational Institution, Ladies' College.

Prizes were awarded to all Candidates who attained 70 per cent. in Two Special Subjects, and, in addition to the Bursars, 72 Candidates having attained that standard, accordingly obtained prizes—viz., 50 for the Ordinary Certificate, and 22 for the Honour Certificate. The papers have generally given great satisfaction to the Board. In some cases very high marks have been obtained. Special improvement is reported in Arithmetic, Drawing, and Music.

The Board draw attention to the fact, that a greater portion than usual of the Candidates have this year presented themselves for Examination in the Common Subjects only, intending to re-appear for their certificates. The Board recommend Teachers and Guardians to encourage this plan, with the view of reducing the strain involved in Examinations when continued over several days.

In cases where School Boards, Managers, Head Masters, or Head Mistresses desire, under special arrangement, to have the benefit of the scheme for examination of whole classes, the Board recommend the following order:—1. the Common Subjects alone for the Juniors; 2. the Ordinary Certificate for the Intermediate Division; 3. the Honour Certificate for the Highest Division. In schools where the course extends over six years, this plan would bring the pupils under the University Examination once in Two Years. The time of Examination, the middle of June, would admit of quiet, regular work up till the Close of the Session in Schools finishing in the end of July.

In the following pages, the papers which were this year set for the Candidates are given first; thereafter the names of those who have passed in the Common Subjects only; next, the names of those who have obtained Certificates; and, lastly, the Regulations, &c., for 1877.

H. CALDERWOOD, LL.D.,
Secy. to the Board of Management.

UNIVERSITY OF EDINBURGH.
August, 1876.

EXAMINATION PAPERS.

1876.

COMMON SUBJECTS.

1.—ENGLISH.

Examiner—Mr H. J. E. FRASER, M.A.

(1.) PASSAGES TO BE READ ALOUD.

Here Alcibiades interposed, and said: That, Callias, is not a fair statement of the case. For our friend Socrates admits that he cannot make a speech—in this he yields the palm to Protagoras; but I should be greatly surprised if he yielded to any living man in the power of holding and apprehending an argument. Now if Protagoras will make a similar admission, and confess that he is inferior to Socrates in argumentative skill, that is enough for Socrates; but if he claims a superiority in argument as well, let him ask and answer—not, when a question is asked, having recourse to shifts and evasions, and, instead of answering, making a speech at such length that most of his hearers forgot the question at issue (not that Socrates is likely to forget—I will be bound for that, although he may pretend in fun that he has a bad memory.) And Socrates appears to me to be more in the right than Protagoras; that is my opinion, and every man ought to say what he thinks.

Fare thee well, great heart!
Ill-weav'd ambition, how much art thou shrunk!
When that this body did contain a spirit,
A kingdom for it was too small a bound:
But now, two paces of the vilest earth
Is room enough:—this earth, that bears thee dead
Bears not alive so stout a gentleman.
If thou wert sensible of courtesy,
I should not make so dear a show of zeal:—

But let my favours hide thy mangled face;
And, even in thy behalf, I'll thank myself
For doing these fair rights of tenderness.
Adieu, and take thy praise with thee to heaven:
Thy ignominy sleep with thee in thy grave,
But not remember'd in thy epitaph!

(2). PASSAGE TO BE DICTATED.

[*The Examiner is requested, first to read the following passage aloud to the candidates, so that they may know its general import; then to read it slowly, a second time, dictating it; and lastly, to read it again, that the candidates may observe any mistakes they may have made. The Examiner is to give the candidates no other assistance.*]

The late Lord Hermand was very intimate at one time with Sir John Scott, afterwards Lord Eldon. They were counsel together in Eldon's first important Scotch entail case in the House of Lords. Eldon was so much alarmed that he wrote his intended speech, and begged Hermand to dine with him at a tavern, where he read the paper, and asked him if he thought it would do. "Do Sir? It is delightful—absolutely delightful! I could listen to it for ever! It is so beautifully written! And so beautifully read! But Sir, it's the greatest nonsense. It may do very well for an English chancellor; but it would disgrace a clerk with us." He told me the blunder, and though gross for a Scotch lawyer, it was one that an English counsel would readily commit.

(3). ELEMENTS OF ENGLISH GRAMMAR, WITH ANALYSIS AND COMPOSITION OF SENTENCES.

1. What parts of speech are the following:—*but, might, can, aged, no, oh, rights, coming, justify, less.*

2. Give the principal parts of the following verbs:—*hit, chose, thrown, lost, slay, steal, wove, tore, ate, shorn.*

3. What sorts of nouns are of the neuter gender? What are the ways of indicating gender?

4. Correct, giving your reasons, or justify the following pieces of English:—

(1.) "The Regiment are chiefly Scotchmen."

(2.) "Mr and Mrs Brown presents complements to Mrs Jones and we will be happy to accept of your invitation."

(3.) "Mrs Smith was too much occupied with other things than to bestow any on him."

(4.) "Are either of these boys coming with us."

5. (*a*) Distinguish simple words, compound words, and complex words. (*b*) From what languages have the following words come: *man, poor, capital, select, phenomenon, blame, bishop, fact sepoy, alembic?*

6. Analyse the following sentences and parse the words in italics:—

(*a*) Beneath him, with new wonder *now* he views,
To all delight of human sense *expos'd*,
In narrow room, Nature's whole wealth.

(*b*) *At length* his meditations arranged themselves in the following soliloquy—by *which* expression I beg leave to observe, once for *all*, that I do not mean that Nigel literally said aloud, with his bodily organs, the words which follow in inverted commas, (while *pacing* the room by himself), but that I myself choose to present to my dearest reader the picture of my hero's mind, his *reflections* and resolutions, in the form of a speech *rather* than in that of a narrative.

2.—HISTORY AND GEOGRAPHY.

Examiner—Mr THOMAS SHAW, M.A., LL.B.

1. Trace the course of the march of Edward in his first Conquest of Scotland. What was the date of that conquest?

2. Sketch the career of William Wallace.

3. Tell what you know of any four of the following:—Neville's Cross, Burnt Candlemas, Chapter of Mitton, Douglas Larder, Henry of Bohun, the name "Steward," Stone of Destiny, Raid of Otterburn.

4. Describe the battle of Harlaw, and carefully explain what led to it.

5. Give the date and provisions of the treaty of Northampton. What does it shew with regard to the relations then existing between England and Scotland.

6. Write a short biography of James I.

7. Give in some detail the instances during 1285-1513 of the marked friendship of Scotland and France, as against England. (Answer double value).

GEOGRAPHY.

1. In the blank sheet supplied, trace the boundaries of France, and next insert :—
   1. The principal rivers.
   2. Chief towns on their banks ; and
   3. Mark the fortresses ceded to Germany during the late war.

2. Name and describe the mountain ranges of Austria.

3. Tell the situation of, and any important things you know about, any four of the following towns :—Venice, Marseilles, Moscow, Florence, Constantinople, St Andrews, Wittemberg. Arrange the names of the towns in the order of their relative populations.

4. State the boundaries of Russia in Europe. Between what degrees of latitude does it lie? What are its chief products?

3.—LATIN.

Examiner—Mr GEORGE STRATHAIRN, M.A.

1. Translate :—

Hoc responso dato, discessit. Postero die castra ex eo loco movent : idem Cæsar facit, equitatumque omnem, ad numerum quatuor millium, quem ex omni provinciâ et Æduis atque eorum sociis coactum habebat, præmittit, qui videant, quas in partes hostes iter faciant. Qui cupidius novissimum agmen insecuti, alieno loco cum equitatu Helvetiorum prœlium committunt : et pauci de nostris cadunt. Quo prœlio sublati Helvetii, quod quingentis equitibus tantam multitudinem equitum propulerant, audacius subsistere, nonnunquam et novissimo agmine prœlio nostros lacessere cœperunt.

2. Parse fully *dato*, *coactum*, *cupidius*, *sublati*, *lacessere*.

3. How might *hoc responso dato* and *qui videant* have been otherwise rendered in Latin?

4. Decline *hic*, *dies*, *idem*, *agmen*, *iter*, in the singular.

5. Compare *posterus*, *novissimum*, *paucus*, *audacius*, *facile*.

6. Give the first person singular of the future indicative and perfect subjunctive of *discessit*, *movent*, *facit*, *habebat*, *insecuti*, *cadunt*.

4.—ELEMENTARY ARITHMETIC.

Examiner—Mr R. K. GALLOWAY, M.A.

1. Multiply 67,081 by 35,972 and express the result in words.
2. A scuttle of coals is charged 8d. when coals are 36s. a ton; how much ought the scuttle to hold?
3. Find by practice the value of 7630 articles at 6s. 2½d. each.
4. What is the simple interest on £569, 3s. 4d. for 4 years at 2½ per cent. per annum.
5. After paying income-tax at the rate of 5d. in the pound a man has £636, 9s. 2d. remaining. What is his gross income?
6. A tradesman's prices are 20 per cent. above cost price. If he allows a customer 5 per cent. on his bill, what profit does he make?

SCRIPTURE HISTORY.

Examiner—Mr D. M. ROSS, M.A.

1. For what purpose were Judges given to the Israelites? Name some of them, and the nations against which they fought.
2. State what you know of Deborah.
3. Add an explanatory note to each of the following names :— *Jerubbaal, Nazarite, Dagon, Baal, Bochim.*
4. Give an account of any *one* of the following :—
   (1.) *Jephthah's Vow;* (2.) *Samson's Riddle;* 3. *Jotham's Parable.*

---

5. Narrate the circumstances connected with (1.) the Imprisonment and (2) the Death of John the Baptist.
6. Give an account of the parable of the Sower. How does Christ explain it?
7. Give an account of Christ's interview with the Syrophenician woman.
8. "How hardly shall they that have riches enter into the kingdom of God!" On what occasion were these words uttered? Explain their meaning.

SPECIAL SUBJECTS.

ORDINARY CERTIFICATES.

A 1.—LATIN.

Examiners—Prof. SELLAR and Mr GEO. STRATHAIRN, M.A.

1. Translate :—

Hâc oratione ab Divitiaco habitâ, omnes qui aderant magno fletu auxilium a Cæsare petere cœperunt. Animadvertit Cæsar unos ex omnibus Sequanos nihil earum rerum facere, quas ceteri facerent, sed tristes, capite demisso, terram intueri. Ejus rei quæ causa esset, miratus ex ipsis quæsiit. Nihil Sequani respondere, sed in eâdem tristitiâ taciti permanere. Quum ab iis sæpius quæreret, neque ullam omnino vocem exprimere posset, idem Divitiacus Æduus respondit : Hoc esse miseriorem gravioremque fortunam Sequanorum quam reliquorum, quod soli ne in occulto quidem queri nec auxilium implorare auderent, absentisque Ariovisti crudelitatem, velut si coram adesset, horrerent, propterea quod reliquis tamen fugæ facultas daretur, Sequanis vero, qui intra fines suos Ariovistum recepissent, quorum oppida omnia in ejus potestate essent, omnes cruciatus essent perferendi.

2. Parse *habita*, *facerent*, *intueri*, *miratus*, *quaesiit*, *respondere*, *hoc*, *queri*, *auderent*, *Sequanis*, *perferendi*.

3. Why are the verbs *facerent*, *esset*, *quaereret*, *auderent*, *recepissent*, in the subjunctive mood?

4. Give the derivation of *auxilium*, *animadverto*, *fortuna*, *nihil*, *reliquus*, *occultus*, *crudelis*, *potestas*.

5. In the last sentence of the passage write down the verbs as they would appear in the *oratio recta*.

6. Where were the Aquitani, Aedui, Belgae, Allobroges, Helvetii, and Sequani?

7. Translate into Latin prose :—

Thereupon a part of the enemy returned ; but Cassivellaunus, elated (effero) by the victory, hastened (contendo) with long

marches against the fort. When Trebonius found this out (comperio) by the information (indicium) of deserters, he leaves one legion in the winter-quarters, he sends off (dimitto) the other to the bridge by which he had crossed the river, he himself sets out with the cavalry to meet (adversus) the enemy. In the meantime a report arrives that the other barbarians also are advancing in his rear (a tergo) with great swiftness.

A. 2.—GREEK.

Examiners—Prof. BLACKIE and Mr JOHN KEITH, M.A.

I. Translate into English :—

Οὗτος μὲν δὴ τοιαῦτα εἶπε· μετὰ δὲ τοῦτον Κλέαρχος εἶπε τοσοῦτον· "'Ὡς μὲν στρατηγήσοντα ἐμὲ ταύτην τὴν στρατηγίαν μηδεὶς ὑμῶν λεγέτω· πολλὰ γὰρ ἐνορῶ, δι' ἃ ἐμοὶ τοῦτο οὐ ποιητέον· ὡς δὲ τῷ ἀνδρὶ, ᾧ ἂν ἕλησθε, πείσομαι ᾗ δυνατὸν μάλιστα, ἵνα εἰδῆτε ὅτι καὶ ἄρχεσθαι ἐπίσταμαι, ὥς τις καὶ ἄλλος μάλιστα ἀνθρώπων." Μετὰ τοῦτον ἄλλος ἀνέστη, ἐπιδεικνὺς μὲν τὴν εὐήθειαν τοῦ τὰ πλοῖα αἰτεῖν κελεύοντος, ὥσπερ πάλιν τὸν στόλον Κύρου μὴ ποιουμένου, ἐπιδεικνὺς δὲ, ὡς εὔηθες εἴη ἡγεμόνα αἰτεῖν παρὰ τούτου, "ᾧ λυμαινόμεθα τὴν πρᾶξιν. Εἰ δὲ καὶ τῷ ἡγεμόνι πιστεύσομεν, ᾧ ἂν Κῦρος διδῷ, τί κωλύει καὶ τὰ ἄκρα ἡμῖν κελεύειν Κῦρον προκαταλαμβάνειν; Ἐγὼ γὰρ ὀκνοίην μὲν ἂν εἰς τὰ πλοῖα ἐμβαίνειν, ἃ ἡμῖν δοίη, μὴ ἡμᾶς αὐταῖς ταῖς τριήρεσι καταδύσῃ· φοβοίμην δ' ἂν τῷ ἡγεμόνι, ᾧ δοίη ἕπεσθαι, μὴ ἡμᾶς ἀγάγῃ, ὅθεν οὐκ οἷόν τε ἔσται ἐξελθεῖν· βουλοίμην δ' ἂν ἄκοντος ἀπιὼν Κύρου λαθεῖν αὐτὸν ἀπελθών· ὃ οὐ δυνατόν ἐστιν.

II. Parse the following words which occur in the above passage, conjugating the verbs—εἶπε, ἕλησθε, πρᾶξιν, ἄκρα, δοίη, τριήρεσι, καταδύσῃ, ἀγάγῃ, ἀπιών.

III. What rules of Syntax do the following expressions which occur in the above passage illustrate?

1. ὡς στρατηγήσοντα ἐμὲ ταύτην τὴν στρατηγίαν.
2. ᾧ ἂν ἕλησθε.
3. ἵνα εἰδῆτε.
4. ὥσπερ τὸν στόλον Κύρου μὴ ποιουμένου.
5. αὐταῖς ταῖς τριήρεσι.

IV. Can you give any general rules to aid in determining the gender of Greek nouns?

V. What are the common forms of comparison in Greek? Give instances.

VI. Mention any six Greek prepositions, and state what cases they govern.

A. 3.—FRENCH.

Examiner—Professor EGGELING.

1. Translate into English—

Il y avait alors, dans le camp moscovite, une femme aussi singulière peut-être que le czar même : elle n' était connue que sous le nom de Catherine. Sa mère était une malheureuse paysanne nommée Erb-Magden, du village de Ringen en Estonie, province où les peuples sont serfs, et qui était en ce temps-là sous la domination de la Suède: elle fut baptisée sous le nom de Marthe. Le vicaire de la paroisse l' éleva par charité jusqu' à quatorze ans ; à cet âge, elle fut servante à Marienbourg chez un ministre luthérien de ce pays, nommé Gluk.

En 1702, à cet âge de dix-huit ans, elle épousa un dragon suédois; le lendemain de ses noces, un parti des troupes de Suède ayant été battu par les Moscovites, ce dragon, qui avait été à l'action, ne reparut plus, sans que sa femme pût savoir s'il avait été fait prisonnier, et sans même que depuis ce temps elle en pût jamais rien apprendre. Quelque jours après, faite prisonnière elle-même par le général Bauer, elle servit chez lui, ensuite chez le maréchal Sheremetof. Celui-ci la donna à Menzikoff, homme qui a connu les plus extrêmes vicissitudes de la fortune, ayant été, de garçon pâtissier, général et prince, ensuite dépouillé de tout et relégué en Sibérie, ou il est mort dans la misère et dans le désespoir.

Ce fut à un souper chez le prince Menzikoff que l'empereur la vit et en devint amoureux: il l'épousa secrètement en 1707, non pas séduit par des artifices de femme, mais parce qu' il lui trouva une fermeté d' âme capable de seconder ses entreprises, et même de les continuer après lui.

2. Translate into French—

Does your brother like the country? No, he would prefer to return to town, if he could. What is your watch made of? It is a silver one, but my father has a beautiful gold watch. Is your sister younger than you? No, she is older, but she is not so tall as I. I am twelve years old.

3. Questions.
   1. Decline *mon nouvel ami* in the singular and plural.
   2. Translate and write in words, "*in the year* 1876 A.D."
   3. Write out the third person singular and second person plural present indicative of *aller*, *pouvoir*, *lire*, *prendre*, *vivre*, *haïr*, *appeler*, *recevoir*.

4. Give the plurals of *l'oeil, le travail, le détail, un chef-d'œuvre.*
5. Give the feminines of *épais, vieux, complet, frais.*

A. 4.—GERMAN.

Examiner—Professor EGGELING.

1. Translate into English—

Der Wind wehte kalt und heftig, die Wolken jagten vorbei; nur ab und zu wurde der Mond auf Augenblicke sichtbar. "Aus dem stillen Luftraum schaute ich hinunter auf die fliegenden Wolken," sagte er, "ich sah die grossen Schatten über die Erde hinwegjagen. Ich blickte auf ein Gefängniss. Ein zugemachter Wagen hielt vor der Thüre, ein Gefangener sollte darin abgeholt werden. Meine Strahlen drangen durch das Gitterfenster nach der Mauer; der Gefangene ritzte zum Abschied einige Zeilen darauf; aber es waren keine Worte, die er schrieb, es war eine Melodie, der Erguss seines Herzens. Die Thür wurde geöffnet, er wurde herausgeführt und richtete seine Augen auf meine runde Scheibe; Wolken zogen zwischen uns hin, als dürfte er nicht mein Angesicht, ich nicht das seinige sehen. Er stieg in den Wagen, der Schlag wurde zugemacht, die Peitsche knallte, die Pferde eilten davon in den dichten Wald hinein, wohin meine Strahlen ihnen nicht zu folgen vermochten; durch das Gitterfenster aber blickte ich, meine Strahlen glitten über die in die Mauer geritzte Melodie, sein letztes Lebewohl; wo die Worte fehlen, da sprechen die Töne. Nur einzelne Noten vermochten meine Strahlen zu beleuchten, der grösste Theil wird für mich ewig im Dunkeln bleiben. War es die Todeshymne, welche er schrieb? Waren es der Freude Jubeltöne? Fuhr er dem Tode entgegen oder der Umarmung seiner Geliebten? Die Strahlen des Mondes lesen nicht Alles, was die Sterblichen schreiben."

2. Translate into German:—

Who has had my book? Has your brother done his work? No, he has not yet done it. If he is not more diligent to-day, the master will punish him to-morrow. My father has told me that he will take me to Germany next summer.

3. Give the nominative singular of *die Wolken, die grossen Schatten, meine Strahlen, einige Zeilen, die Sterblichen;* and

the nominative plural of *der Wind, dem stillen Luftraum, die Thür, das Gitterfenster*, in the above passage.

4. Conjugate *halten* in the present and imperfect (preterite) indicative active, and in the present indicative passive.

5. Give the third person singular imperfect and the past participle of *thun, kennen, sehen, sprechen, bleiben, ziehen, folgen;* and the third person singular present and the past participle of *sah, blickte, hielt, schrieb.*

B. 1.—ENGLISH.

Examiners—Prof. MASSON, and Mr JAS. A. MELVILLE, M.A.

1. Give in your own words a sketch of the Argument of Paradise Lost, Book I.;

Or,

Write a short Essay on any one of the following:—Observation as the Foundation of all True Knowledge, Perseverance, The Benefits derived from our Colonies.

2. (*a.*) Give, with three examples for each class, a classification of Adverbs according to their meaning.
   (*b.*) Illustrate the various forms which may be taken by the subject of a sentence.

3. (*a.*) Give the dates of Wordsworth, and enumerate his chief works.
   (*b.*) Write a brief paragraph upon his Theory of Poetry.
   (*c.*) Enumerate his contemporary Poets and Novelists.

4. Arrange, with dates where you can, the following writers, in chronological order; indicate the class to which they belong as Historian, Poet, etc.; and enumerate their chief works:—J. S. Mill, Keats, Sir W. Scott, Henry Kirke White, Froude, Macaulay, George Eliot, and Thos. Hood.

5. (*a.*) Analyse the following passage, parsing *fully* the words in italics:—

> "*Black* it stood *as* night,
> Fierce as ten *furies*, terrible as Hell,
> And shook a dreadful dart; *what* seem'd his head
> The *likeness* of a kingly crown *had* on."

6. Explain the allusions in four of the following passages:—

(1.) "Thammuz came next behind
Whose annual wound in Lebanon allur'd
The Syrian damsels to lament his fate."

(2.) "Saturn; he from mightier Jove
(His own and Rhea's son) like measure found."

(3.) "In fable or romance of Uther's son,
Begirt with British and Armoric knights."

(4.) "Typhon, whom the den
By ancient Tarsus held."

(5.) "Vex'd Scylla bathing in the sea that parts
Calabria from the hoarse Trinacrian shore."

(6.) "Gorgons and Hydras and Chimaeras dire."

7. Give the etymology of any six of the following:—*Empyreal, abyss, portcullis, adamantine, daughter, uncouth, Alp, virtue, ambitious, dungeon, scandal, execute, passions.*

B. 2.—HISTORY AND GEOGRAPHY.

Examiners—Prof. MASSON, and Mr P. R. SCOTT LANG, M.A., B.Sc.

HISTORY OF GREAT BRITAIN AND IRELAND, 1603-1815.

1. Sketch the rise and progress of the American War of Independence.

2. Give particulars of any five of the following battles:—Dunbar, Fontenoy, Plassey, Copenhagen, Edgehill, Talavera, Assaye, Quebec.

3. What were the principal causes that led to William of Orange becoming king of England?

4. Tell what you know of any four of the following:—Blake, Chatham, Sir Robert Walpole, Sachverell, Warren Hastings, Marquis of Argyle, Shaftesbury.

5. Give a short account of the three Unions of 1603, 1707, and 1800.

GEOGRAPHY.

1. Fill in and name on blank map of Scotland, the Counties on the East Coast; and also the chief mountain peaks, rivers, lakes, bays, capes, towns,—six of each.

2. Mention the chief landmarks, capes, bays, shoals, rivers,

&c., you would pass on a coasting voyage from Bristol to London.

3. Take any seven of the following towns, give the county in which each is, the river, if any, on which it is situated, and state anything for which it is remarkable. Dumfries, Wick, Waterford, Darlington, Portsmouth, Paisley, Belfast, Limerick, Sunderland, Douglas, Aberdeen, Coleraine, Wrexham, Lincoln.

4. Mention the British Possessions and Dependencies in Europe.

5. Mention three towns engaged in the Woollen trade, the Iron trade, Coal trade, Silk trade, Cotton trade.

C. 1.—MATHEMATICS.

Thursday, June 22, 1876—9 till 12.

Examiners—Prof. KELLAND and Mr R. K. GALLOWAY, M.A.

1. Subtract 673 from 829, explaining how you get over the difficulty of taking a greater digit from a less.

Extract the square root of 452929.

2. If a man, walking at the rate of 4 miles an hour, can travel a certain distance in 2 hrs. 15 min., in what time could he run the distance at the rate of 7½ miles an hour.

3. Find by practice the cost of 24 acres 3 roods 25 poles at £76, 2s. 6d. per acre.

4. Find the value of $\frac{1}{5}$ of $\frac{3}{7}$ of $\frac{5}{17}$ of $4\frac{1}{3}$ of 235 guineas.

5. Find the difference between the simple and compound interest on £432, for 4 years, at 5 per cent.

6. Define a line, a straight line, a circle, a rhombus, and parallel straight lines.

7. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides, equal to them, of the other.

8. The angles which one straight line makes with another straight line on one side of it, either are two right angles, or are together equal to two right angles.

9. Straight lines which are parallel to the same straight line are parallel to each other.

10. To a given straight line to apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

11. If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

12. If a straight line be divided into any two parts, the squares on the whole line, and on one of the parts, are together equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

13. Simplify

$$a - \{3(a-b) - 4(a-c) - (2a - \overline{3b - c})\}$$

and if $a = \frac{1}{4}$, $b = \frac{1}{3}$, $c = 0$, find the values of

$$\frac{a^2 - b^2 + bc}{a + b - c},\ a - \frac{bc}{a},\ \text{and}\ b - \frac{ab}{c}.$$

14. Multiply $x^2 - 5x + 8$ by $3 - x$ and $a^2 - 3ax + 4x^2$ by $a^2 + 3ax - 4x^2$.

15. Express as simple fractions in their lowest terms

$$\frac{a - \frac{1}{a}}{a + \frac{1}{a}},\ \text{and}\ \frac{\frac{a-1}{a} + \frac{b-1}{b} + \frac{c-1}{c}}{\frac{1}{a} + \frac{1}{b} + \frac{1}{c}}$$

16. Divide $x^2 - y^2 - z^2 + 2yz$ by $\frac{x+y-z}{x+y+z}$.

17. What is the number from the nth part of which if a be taken, a times the remainder is equal to b?

18. Solve

$$(1.)\ \frac{3x+4}{5} - \frac{2x-7}{3} = 4x - 7.$$

$$(2.)\ \frac{x-a}{b} + \frac{x-b}{c} + \frac{x-c}{a} = \frac{x-(a+b+c)}{abc}.$$

C. 2.—NATURAL PHILOSOPHY.

Examiner—Professor TAIT, and Mr P. R. SCOTT LANG, M.A.

1. Upon what does the level of a liquid in a capillary tube depend? Mention other examples of the phenomenon.

2. Why is a transit of Venus so very important? Why does it occur at such long intervals of time?

3. To what are the tides due? How are there two tides every day, and why do the tides vary in height?

4. Explain the phases of the Moon? How could you tell approximately the age of the Moon by its phase? Does any other heavenly body present similar appearances?

5. Define Velocity. A man runs 100 yards in 10½ seconds. How many miles is that per hour?

6. What are the Trade Winds?

7. Define Specific Gravity, and find that of a piece of copper which weighs 1854 grains in air, and 1627 grains in water.

8. Enunciate Boyle's Law? If the capacity of a vessel containing air at the ordinary pressure (15 lbs. on the square inch.) be reduced by one-third, while the temperature remains constant, what will the pressure become?

9. Give Newton's third Law of Motion, with examples.

A.—DEPARTMENT OF DRAWING.

Examiner—Miss WOON.

DRAWING IN OUTLINE FROM THE FLAT.

(*One hour and a half is allowed for this Paper.*)

Make a careful copy of the accompanying drawing, the same size as the original. Commence by delicately drawing the general form, and then put in as much of the detail as there is time for.

An F or HB pencil should be used.

MUSIC—(*See p.* 33).

SPECIAL SUBJECTS.

HONOUR CERTIFICATES.

A. 1—LATIN.

Examiners—Professor SELLAR, and Mr STRATHAIRN.

1. Translate two out of the four following passages. Candiates are recommended to select one prose and one verse assage.

(*a*) Dic, age, frigoribus quare novus incipit annus,
Qui melius per ver incipiendus erat?
Omnia tunc florent, tunc est nova temporis aetas,
Et nova de gravido palmite gemma tumet,
Et modo formatis operitur frondibus arbos,
Prodit et in summum seminis herba solum,
Et tepidum volucres concentibus aëra mulcent,
Ludit et in pratis luxuriatque pecus.
Tum blandi soles, ignotaque prodit hirundo,
Et luteum celsa sub trabe figit opus;
Tum patitur cultus ager et renovatur aratro;
Haec anni novitas jure vocanda fuit.

(*b*) Exin se cuncti divinis rebus ad urbem
Perfectis referunt. Ibat rex obsitus aevo,
Et comitem Aenean iuxta natumque tenebat
Ingrediens, varioque viam sermone levabat.
Miratur facilesque oculos fert omnia circum
Aeneas, capiturque locis, et singula laetus
Exquiritque auditque virûm monumenta priorum.
Tum rex Evandrus, Romanae conditor arcis:
" Haec nemora indigenae Fauni nymphaeque tenebant,
" Gensque virûm truncis et duro robore nata,
" Quîs neque mos neque cultus erat, nec iungere tauros
" Aut componere opes norant, aut parcere parto;
" Sed rami atque asper victu venatus alebat.

"Primus ab aetherio venit Saturnus Olympo,
"Arma Iovis fugiens et regnis exsul ademtis:
"Is genus indocile ac dispersum montibus altis
"Composuit, legesque dedit, Latiumque vocari
"Maluit, his quoniam latuisset tutus in oris."

(*c*) Meministine me ante diem xii Kalendas Novembres dicere in senatu, fore in armis certo die, qui dies futurus esset ante diem vi Kal. Novembres, C. Manlium, audaciae satellitem atque administrum tuae? Num me fefellit, Catilina, non modo res tanta, tam atrox, tam incredibilis, verum, id quod multo magis est admirandum, dies? Dixi ego idem in senatu, caedem te optimatum contulisse in ante diem v Kalendas Novembres, tum quum multi principes civitatis Roma non tam sui conservandi, quam tuorum consiliorum reprimendorum causa profugerunt. Num infitiari potes, te illo ipso die meis praesidiis, mea diligentia circumclusum commovere te contra rem publicam non potuisse, quum tu, discessu ceterorum, nostra tamen, qui remansissemus, caede contentum te esse dicebas? Quid? quum tu te Praeneste Kalendis ipsis Novembribus occupaturum nocturno impetu esse confideres, sensistine illam coloniam meo jussu meis praesidiis, custodiis vigiliisque esse munitam? Nihil agis, nihil moliris, nihil cogitas, quod non ego non modo audiam, sed etiam videam planeque sentiam.

(*d*) Instant Volsci recentes, qui e castris impetum fecerant, integrant et illi pugnam qui simulata cesserant fuga. Jam non recipiebat se Romanus miles, sed immemor recentis ferociæ veterisque decoris terga passim dabat atque effuso cursu castra repetebat, quum Camillus subjectus ab circumstantibus in equum et raptim subsidiis oppositis, "Hæc est" inquit, "milites, pugna quam poposcistis? quis homo quis deus est, quem accusare possitis? vestra illa temeritas, vestra ignavia hæc est. Secuti alium ducem, sequimini nunc Camillum et, quod ductu meo soletis, vincite. Quid vallum et castra spectatis? neminem vestrum illa nisi victorem receptura sunt." Pudor primo tenuit effusos: inde ut circumagi signa obvertique aciem viderunt in hostem, et dux—præterquam quod tot insignis triumphis, etiam ætate venerabilis—inter prima signa, ubi plurimus labor periculumque erat, se offerebat, increpare singuli se quisque et alios, et adhortatio in vicem totam alacri clamore pervasit aciem.

2. Scan the first two lines in the verse passage chosen.
3. Change the *oratio recta* in (*d*) into *oratio obliqua.*

4. How must *whether* be translated in double questions? how *or?* If *whether* is not translated, how may *or* be translated? Does *an* ever stand before a single question?

5. Point out the faults in "*Ire pollicitus est*," and "*hoc verum esse persuademur*," and correct them.

6. Translate into Latin prose:—

This great and illustrious general would soon have obtained all the help he wanted from his countrymen, and would have driven the enemy out of the country in disgrace, had he not been prevented by the arrival of his great adversary Tullius. As soon as the latter reached the camp he began to sow discontent among all the bravest soldiers. He went first to one, then to another, and endeavoured to persuade them to mutiny by such words as these:—"Do you know that your general means to betray you into the hands of the enemy upon the first opportunity? Rouse up your courage, and depend upon it that, if you are prepared to resist the commands of your general, I shall be ready to put myself at your head, and to take the responsibility of leading you in this terrible crisis."

A. 2.—GREEK.

Examiners—Prof. BLACKIE and Mr JOHN KEITH, M.A.

I. Translate into English:—

Ἐκ τούτου δὴ ᾔει πρὸς Βαβυλῶνα παραταξάμενος ὥσπερ ὅτε ἡ μάχη ἦν. ὡς δ' οὐκ ἀντεξῆσαν οἱ Ἀσσύριοι, ἐκέλευσεν ὁ Κῦρος τὸν Γωβρύαν προσελάσαντα εἰπεῖν ὅτι εἰ βούλεται ὁ βασιλεὺς ἐξιὼν ὑπὲρ τῆς χώρας μάχεσθαι, κἂν αὐτὸς σὺν ἐκείνῳ μάχοιτο· εἰ δὲ μὴ ἀμυνεῖ τῇ χώρα, ὅτι ἀνάγκη τοῖς κρατοῦσι πείθεσθαι. ὁ μὲν δὴ Γωβρύας προσήλασεν ἔνθα ἀσφαλὲς ἦν ταῦτα εἰπεῖν, ὁ δ' αὐτῷ ἐξέπεμψεν ἀποκρινούμενον τοιάδε· Δεσπότης ὁ σὸς λέγει, ὦ Γωβρύα, Οὐχ ὅτι ἀπέκτεινά σου τὸν υἱὸν μεταμέλει μοι, ἀλλ' ὅτι οὐ καὶ σὲ προσαπέκτεινα. μάχεσθαι δὲ ἐὰν βούλησθε, ἥκετε εἰς τριακοστὴν ἡμέραν· νῦν δ' οὔπω ἡμῖν σχολή· ἔτι γὰρ παρασκευαζόμεθα. ὁ δὲ Γωβρύας εἶπεν, Ἀλλὰ μήποτέ σοι λήξειεν αὕτη ἡ μεταμέλεια. δῆλον γὰρ ὅτι ἀνιῶ σέ τι, ἐξ οὗ αὕτη σε ἡ μεταμέλεια ἔχει.

II. Translate into Greek:—

1.) The weapon which I hold in my hand is larger than that which is lying on the ground.

(2.) When the general had given this command, the soldiers began to march.

(3.) In reply to my question, he said that he himself was wiser than all the philosophers whom he had heard mentioned.

(4.) He fled to the mountains, in order that he might not be killed by the king.

III. Distinguish between the augment and the reduplication of verbs in meaning and usage. What are the chief peculiarities in augments? Give examples.

IV. What Greek prepositions govern the genitive and accusative cases exclusively? Give examples.

V. Mention some of the uses of the particle ἄν, with examples.

A. 3.—FRENCH.

Examiner—Professor EGGELING.

1. Translate into English—

Les postillons arrêtèrent ma voiture pour me montrer, de la hauteur de Saint-Cergues, l' aspect du lac de Genève et du pays de Vaud. Il faisait un beau soleil; la vue de tant d'habitations et des plaines encore vertes qui les entouraient, me causa quelques moments de plaisir : mais bientôt je remarquai que j'avais passé la borne qui sépare la Suisse de la France. Je marchais pour la première fois de ma vie sur une terre étrangère.

O France ! ma patrie, la sienne, séjour délicieux que je ne devais jamais quitter. France ! dont le nom seul émeut si profondément tous ceux qui, dès leur enfance, ont respiré ton air si doux et contemplé ton ciel serein ! Je te perds avec lui, tu es déjà plus loin que mon horizon, et, comme l' infortunée Marie Stuart, il ne me reste plus qu' à invoquer les nuages que le vent chasse vers la France, pour leur demander de porter à ce que j'aime et mes regrets et mes adieux.

2. Translate into English—

Un jour un coq détourna
Une perle, qu' il donna
Au beau premier lapidaire.
—Je la crois fine, dit-il ;
Mais le moindre grain de mil
Serait bien mieux mon affaire.

3. Translate into French—

The lion having died, all animals betook themselves to his

cave to comfort the lioness, his widow, who made the mountains and forests resound with her cries. After having presented their compliments to her, they proceeded to elect a new king; and the crown was given to the elephant, because he possesses both strength and wisdom, without having either the cruelty of some ferocious beasts, nor the foolish vanity of so many others who always want to appear what they are not.

I am going to speak to him.

She has just spoken to me about it.

I doubt that he would have written to you if I had not told him.

4. Write out the *passé indéfini* of *s'en aller.*

5. Give the past participle of *naître*, *vivre*, *ouvrir*, *savoir*, *s'asseoir;* and the third person singular future of *pouvoir*, *voir*, *lever*, *appeler*, *jeter*, *acheter.*

6. Translate, writing the numerals in words—

Charles I., Henry VIII., William II., the 1st of August, on the third of June 1798.

A. 4.—GERMAN.

Examiner—Professor EGGELING.

1. Translate into English:—

Es ist eins der schönen Thäler, an denen das deutsche Land so reich ist, wohin heute die reiselustige Welt pilgert, um seine Reize zu bewundern, ohne zu wissen, dass das, was ihnen nur Lust gewährt, unsere Vorväter zur stummen Andacht vor dem unsichtbaren Wesen hinriss. Von den Eichen stehen nur wenige noch, unter deren Schattendach sie die Stimme des Gottes hörten; aber der Wald ist noch da, der dunkle, tiefe, verschwiegene Eichenwald, der sich an den Fuss der Berge lehnt. Drüben wölben uralte Buchen heilige Hallen, und der Fuss des einsamen Wanderers geht durch das welke Laub, das noch heute eben so raschelt, als da der Germane entblössten Hauptes hier zum Opfersteine wandelte; während tiefer im Thale und näher dem Bache noch dieselben Lindenbäume stehen mögen, deren süsser Blüthenduft den Schlafenden darunter wunderbare Märchen zuflüsterte.

2. Translate into English:—

"O du lieblicher Geselle,"
Sprachen Blumen zu der Welle,

"Eile doch nicht von der Stelle!"
Aber jener sagt dawider:
"Ich muss in die Lande nieder
Weithin auf des Stromes Pfaden,
Mich im Meere jung zu baden.
Aber dann will ich vom Blauen
Wieder auf euch niederthauen."

3. Translate into German:—

Once a fox saw a vine which was full of sweet grapes. For a long time he walked up and down, reflecting and trying how he could get at them; but in vain, they hung too high for him. At last he turned away and said with a sneer: "The grapes are too sour, I won't have them."

4. Give the singular of *der schönen Thäler;* and the plural of *das deutsche Land* in the first passage above; also with the indefinite article in each case.

5. Give the third person singular of the present, the imperfect (preterite) and perfect indicative active of *verstehen, entstehen, vermögen, fortgehen, begreifen, versprechen, überlegen* (to reflect), *überlegen* (to lay over).

6. What is the difference between *wieder* and *wider?* give an example and a synonym of the latter word.

7. Name the titles of some of Schiller's and Göthe's writings.

B. 1.—ENGLISH.

Examiners—Prof. MASSON, and Mr JAS. A. MELVILLE, M.A.

1. Write an essay on one of the following subjects:—
"The character of Hamlet," or,
"The characters of Shylock and Antonio,"
(*Merchant of Venice*).

2. Give an account of the various stages of the Latin influence on our language.

3. (*a*) Give examples of the tendency of the English language to dispense with inflexions.

(*b*) Remark upon the origin of the inflexions of the following words: book's; children; better; next; striking.

4. Give examples of the various kinds of English *stanza*, scanning and naming each.

5. Give an account of the life, works, and influence of Dr Samuel Johnson.

6. What do you understand by the term satirist? Give a brief account of satirical literature from 1688-1789.

7. Illustrate from the play you have been reading one of the following:—

(1.) This statement with reference to the meaning of words, "Elizabethan writers used words *literally* and *generally*, which we use *metaphorically* and *particularly*;"
or,

(2.) Peculiarities in the Shaksperian use of prepositions;
or,

(3.) Shakspeare's use of *who*, *which*, and *that*.

8. Explain *five* of the following phrases, referring not only to allusions, but to any other peculiarity which may occur. Those who have read "Hamlet" select from group **A**, while those who have read "The Merchant of Venice" take group **B**.

A

(1.) "Like Niobe all tears,"

(2.) "No cautel doth besmirch
The virtue of his soul."

(3.) "The air bites shrewdly."

(4.) "The dram of eale
Doth all the noble substance of a doubt
To his own scandal."

(5.) "My fate cries out,
And makes each petty artery in this body
As hardy as the Nemean lion's nerve."

(6.) "Upon my secure hour thy uncle stole
With juice of cursed hebenon in a vial."

(7.) "Whilst this machine is to him
Hamlet."

(8.) "And his whole function suiting
With forms to his conceit."

(9.) "Who would fardels bear?"

Or **B**

(1.) "Which makes her seat of Belmont Colchos' strand,
And many Jasons come in quest of her."

(2.) "Upon the Rialto."

(3.) "The skilful shepherd pilled me certain wands."

(4.) "If Hercules and Lichas play at dice."

(5.) "The patch is kind enough."

(6.) "Young Alcides when he did redeem
The virgin tribute paid by howling Troy
To the sea monster."

(7.) "Thou gaudy gold,
Hard food for Midas."

(8.) "The magnificoes
Of greatest port have all persuaded with him."

(9.) "To hold opinion with Pythagoras,
That souls of animals infuse themselves
Into the trunks of men."

B. 2.—HISTORY AND GEOGRAPHY.

Examiners—Prof. MASSON and Mr THOMAS KIRKUP, M.A.

I. HISTORY.

The Candidate is to answer either the first five or the last five of the following historical questions.

1. Give a brief account of the events which immediately preceded and accompanied the elevation of Vespasian to the Empire.

2. Write a short life of any one of the following :—Tiberius, Agricola, Marcus Aurelius, Julian the Apostate.

3. Describe the persecutions of the Christians under the Empire, and explain the motives which influenced the Emperors in these persecutions.

4. Explain the historical significance of any five of the following words: Emperor, Cæsar, Barbarian, Pagan, Arian, Pelagian, Manichean, General Council.

5. Name the nations engaged in the battle of Châlons, and explain the importance of the battle.

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1. Give a brief sketch of the reign of Charlemagne.

2. Explain what is meant by the feudal system, with the causes of its rise and of its decline.

3. Sketch the influence of the Northmen on European history during the Middle Ages.

4. Tell what you know of the history of the Slavonic nations during the Middle Ages.

5. Write a brief note about any three of the following:—The military orders, The importance of Florence during the Middle Ages, The Council of Constance, Louis XI., Charles the Bold, Pope Gregory VII.

II. GEOGRAPHY.

1. Name those of the United States that lie along the east coast, with their chief towns and principal rivers.

2. Describe the climate and natural productions of Mexico.

3. Describe the course of the Indus, giving its tributaries, the states or provinces it flows through, with chief towns.

4. Give the present political divisions of the continent of Australia, indicating dates of foundation of its various colonies, with their chief towns.

5. Affix a note of information to each of the following: Plassey, Ballarat, Bunker's Hill, Peshawur, Pittsburg, Benares, Simla.

C. 1.—MATHEMATICS.

Examiners—Prof. KELLAND and Mr R. K. GALLOWAY, M.A.

1. What is the meaning of 16, $2\frac{1}{4}$, 3·7? Divide 39473 by 35 by short division.

2. Express as vulgar fractions $\cdot 002\dot{9}1\dot{6}$ and $\cdot\dot{0}39\dot{2}$, and reduce to a single decimal

$$\frac{\cdot 739\dot{6}}{2\cdot 047} \times \frac{4\cdot 7\dot{3}\dot{2}}{\cdot\dot{7}9\dot{1}} \times \frac{2\cdot\dot{7}}{3\cdot 5462}$$

3. On a stream the station B is intermediate to and equidistant from A and C; a boat can go from A to B and back in 3 hours 45 minutes; from A to C in 5 hours 15 minutes. How long would it take to go from C to A?

4. What is a "definition"? Mention any definitions which you think defective.

Parallelograms on the same base, and between the same parallels are equal to one another.

5. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them, of the other, the base of that which has the greater angle shall be greater than the base of the other.

6. To describe a parallelogram that shall be equal to a given rectilineal figure, and have an angle equal to a given rectilineal angle.

Construct a square which shall be equal to three times given square.

7. In every triangle the square on the side subtending an acute angle is less than the squares on the sides containing that angle by twice the retangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle.

If any number of parallelograms be constructed, having their sides of given length, show that the sum of the squares on the diagonals of each will be the same.

8. In a circle the angle in a semicircle is a right angle, but the angle in a segment greater than a semicircle is less than a right angle; and the angle in a segment less than a semicircle is greater than a right angle.

9. Describe a circle about a given triangle. If tangents be drawn to the circle at the angles of the triangle, and their points of intersection be joined to the opposite angles, the joining straight lines will meet in a point.

10. If three straight lines be proportionals, the rectangle contained by the extremes is equal to the square on the mean; and if the rectangle contained by the extremes is equal to the square on the mean, the three straight lines are proportionals.

11. Divide $x^3 + y^3 + 3xy - 1$ by $x + y - 1$.

12. Add

$$(1.)\quad \frac{1}{2a(a+x)} + \frac{1}{2a(a-x)} + \frac{2}{x^2 - a^2}.$$

$$(2.)\quad \frac{1}{(a^2 - b^2)} + \frac{1}{(a+b)^2} - \frac{1}{(a-b)^2}.$$

13. Extract the square root of

$$\left(x + \frac{1}{x}\right)^2 - 4\left(x - \frac{1}{x}\right).$$

14. A labourer is engaged for n days on the condition that he

receives a pence for every day he works, and pays b pence every day he is idle. At the end of the time he receives p pence How many days did he work?

15. Solve

$$(1.)\quad 2x + \sqrt{4x + 8} = \frac{7}{2}.$$

$$(2.)\quad \sqrt{a + x} = \sqrt{b} - \sqrt{a - x}.$$

16. Define the sine and cosine of an angle giving definitions that will suit angles of any size. Prove that the sine of an angle is equal to the cosine of its complement.

17. $\text{Tan } \theta = \dfrac{m - n}{m + n}$

Find the sine, cosine and tangent of $\dfrac{\theta}{2}$, θ, and $2\,\theta$

18. In any triangle investigate the equations

$$a = b \cos. C + c \cos. B,$$

with similar expressions for b and c, hence deduce that

$$\frac{Sin.\ A}{a} = \frac{Sin.\ B}{b} = \frac{Sin.\ C}{c}.$$

C. 2.—NATURAL PHILOSOPHY.

Examiner—Professor TAIT.

1. Give *Newton's Laws of Motion*, with a brief explanation of how far each of them enables us to carry investigation into Dynamical problems.

2. Enuntiate and prove the proposition known as the *Parallelogram of Forces.*

3. Define *Friction*, and give the principal laws of the friction of solids. How does friction affect the slope of a *Sand-hill?*

4. By what various processes has the *Mass of the Earth* been measured?

5. Enuntiate the *Laws of Boyle* and *Charles*, and indicate the nature of the experimental evidence for them.

6. What is meant by the *Dynamical Equivalent of Heat?*

7. What is the origin of the *Electro-motive Force* of a galvanic battery?

8. Define the terms *Resistance* and *Conductivity* as applied to a conductor of electricity, and state *Ohm's Law.*

9. Define the terms *Refrangibility*, *Dispersive Power*, *Lens*, *Focus*, and *Caustic.*

10. How has the *Velocity of Light* been measured?

11. What follows from the fact that we see always the same side of the *Moon?* To what physical cause is this fact due?

12. Define *Temperature*, *Specific Heat*, *Latent Heat*, and *Thermal Conductivity.*

D 1.—CHEMISTRY.

Examiners—Professor CRUM-BROWN, M.D., and A. P. AITKEN, M.A., D.Sc.

1. Give the names and formulæ of the substances formed by burning Carbone, Phosphorus, Sulphur, and Zinc respectively, in excess of Atmospheric air.

2. Describe the action of an Acid upon a bone. Give three examples, with equations.

3. How could you prove that Sulphuric Acid contains Sulphur?

4. Calculate the percentage composition of Carbonate of Lime (Calcis carbonate). [Ca=40.]

5. Explain the analogy between the Salts of Ammonia and those of Potash? Mention cases in which the analogy fails.

6. How does Saltpetre occur in nature? By what chemical action is it produced?

7. Describe the action of Heat upon Saltpetre.

8. Give the chemical names and formulæ of the following substances—Lime, Chalk, Epsom Salt, Blue Vitriol, Vermilion, Galena.

D. 3.—BOTANY.

Examiner—I. B. BALFOUR, D.Sc.

1, 2, and 3. Describe the plants before you, taking their parts (when present) in the following order :—

Stem,	Calyx,	Stamens,
Leaves,	Corolla,	Pistil.

4. Describe the flower of the Wallflower (Cheiranthus).

5. What are the classes of the vegetable kingdom founded on

the character of the embryo? Give the general characters of the stem and leaf in each class.

6. Describe the structure of the Anatropous Ovule.

7. Describe the flower of the common Broom (Sarothamnus). Refer it to its natural family. What are the sub-orders of this family?

8. Describe the mode of germination of the spore of a Fern.

9. By what characters is the family Dipsacaceæ distinguished from the family Compositæ?

10. Give a short account of the process of fertilisation in an ordinary flowering plant.

D. 2.—ZOOLOGY.

Examiner—Professor HUXLEY.

Thursday, June 22nd, 1876. 2 *till* 5 *p.m.*

1. What are the most important characters of the *Insecta?* How do the parts of the mouth of a Beetle differ from those of a Butterfly?

2. How are the *Cephalopoda* distinguished from other Mollusks; and what kinds of shells are peculiar to the *Cephalopoda?*

3. Give a brief account of the organization of the *Porifera,* or Sponges.

4. What are the distinctive characters and chief peculiarities of the class *Aves?*

5. How do the *Cetacea* differ from other Mammals?

6. By what characters are the *Amphibia* distinguished from Fishes on the one hand, and from Reptiles on the other?

D. 4.—PHYSIOLOGY.

Examiner—Professor RUTHERFORD.

1. What is the essential nervous apparatus concerned in reflex action? Give examples of such action.

2. Describe the circulation of the blood in man under the following heads:—

(*a*) Course of the blood.

(*b*) Causes of its movement.

(*c*) Reason why it always circulates in the same direction.
(*d*) Reason why the capillaries have exceedingly thin walls.
(*e*) Reason why the blood is sub-divided into very fine streams in the capillaries.
(*f*) Reason why the left ventricle of the heart is stronger than the right.
(*g*) Reason why arteries have thicker walls than veins.

3. What are the uses of the saliva, gastric juice, pancreatic juice, and bile?

4. What is the crystalline lens, and what is its use? When is its shape altered, and why? Why do persons of advanced age usually wear convex glasses?

E.—DEPARTMENT OF DRAWING.

Examiner—Miss WOON.

(*a.*) DRAWING OR PAINTING FROM A MODEL WITH LIGHT AND SHADE, OR IN COLOURS.

(*Two Hours allowed for this Paper.*)

Take a Vase, or any other object with well-defined form, and arrange a spray of ivy leaves in it.

Or—A small basket containing eggs, one egg to lie outside on the table.

Or—A work-box with an open book lying to one side.

Make a careful drawing of one of these subjects, either in pencil, chalk, or water-colour. Great care should be taken in rendering the form of the objects rightly, before commencing the light and shade.

(*b.*) DRAWING IN PERSPECTIVE.

(*Two Hours allowed for this Paper.*)

Take a table with right-angled sides, and let it be set on the floor at a slight angle with the candidate.

Or—A box with a drawer leaning against it.

Or—A dining or school-room chair, so placed that all four legs are seen by the candidate.

The candidates should be placed sufficiently far away from the object to enable them to judge the proportions of the object correctly, and the true convergence of the lines.

ORDINARY AND HONOUR CERTIFICATES.

B—MUSIC.

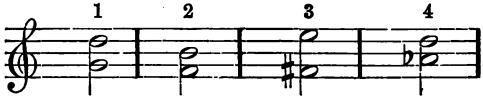
Examiner.—Mr A. C. MACKENZIE.

Candidates for Ordinary Certificates answer questions 1 *to* 5 *only; Candidates for Honour Certificates the whole.*

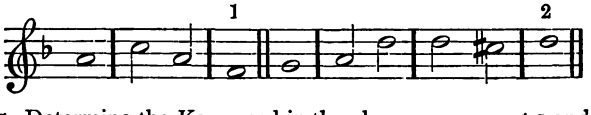
1. Write the scales of C minor and its relative major, (ascending and descending), and mark the semitones in each. Write a Chromatic Scale, commencing on C (in the Bass Clef).

2. Write the signatures of the keys F minor, B flat minor, B major, and G flat major. Write the third, fifth, and leading notes of the scales F major, B Flat major.

3. Give an example of an augmented interval, a diminished interval, and an enharmonic interval, one of each (in notes.) Name the following intervals :



4. How many demi-semiquavers are there to a dotted crotchet? How many semiquavers are there to a dotted minim? Write the value of a semibreve in three notes—the same in six notes.

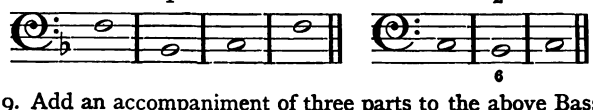


5. Determine the Keys used in the above passages at 1 and 2.

6. Transpose the above passage one whole tone lower, and name the keys (in the transposition) at 1 and 2.

7. Write the common chords of the Tonic, Dominant, and Sub-Dominant in the scales of F major, A major, and C minor, (in notes.)

8. Name the Inversions of the Common Chord, and give an example of each.



9. Add an accompaniment of three parts to the above Basses (correct four-part writing).

LIST OF CANDIDATES

WHO PASSED THE COMMON SUBJECTS IN 1876.

Arranged according to Centres of Examination.

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
I.—AUCHTERMUCHTY.						
Alex. Wood Renton,	68	50	73	65	59	315
Grace B. Morrison,	66	44	...	92	78	280
Magdalene B. Morrison,	60	60	...	48	57	225
II.—BANFF.						
Annabella L. Lumsden,	64	61	97	65	69	356
Elsie Robertson,	72	68	...	100	70	310
Edith Ramsay,	66	66	...	63	87	282
Mary L. Taylor,	65	61	...	65	85	276
Jeanie B. Lumsden,	58	54	...	49	76	237
Georgina Williamson,	79	46	...	40	63	228
Annie Martin,	56	41	...	65	65	227
Agnes Watson,	59	48	...	43	77	227
Jeanie Harper,	55	40	...	40	44	179
III.—BATHGATE.						
Robert Arthur,	76	58	87	80	75	376
John Wilson,	72	57	69	80	57	335
James Ronaldson,	74	45	68	69	75	331
James Wilson,	64	42	66	80	43	295
James B. Kirk,	71	46	84	51	40	292
Richard James Angus,	62	40	59	79	51	291
IV.—CAMPBELTOWN.						
Maggie Turner Montgomery,	65	40	40	79	40	264
John Campbell Rennie,	47	40	40	41	43	211

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
V.—DOLLAR.						
William Roxburgh,	55	49	88	65	76	333
Jane Dill,	74	48	59	65	72	318
Euphemia G. Gibb,	59	48	41	69	89	306
Wm. Thomson Procter,	60	40	73	65	66	304
Jessie Williamson,	54	41	56	65	66	282
William Menzies,	58	40	61	65	57	281
Marianne Levack,	69	55	...	65	86	275
David Anderson,	48	44	62	55	66	275
Maggie Kynoch,	56	54	47	43	73	273
Minnie Kynoch,	49	51	...	53	66	219
Sarah Bella Graham,	54	40	...	53	55	202
VI.—DUNDEE.						
David H. Nagel,	76	75	91	80	63	385
William H. Martin,	65	59	71	100	73	368
William Malcolm,	72	49	60	98	65	344
H. A. Malcolm,	73	41	64	100	59	337
Walter S. Campbell,	63	43	73	91	66	336
Horatio T. Baxter,	74	44	60	100	52	330
Frederick Millar,	60	40	74	83	65	322
VII.—DUNSE.						
Thomas Lugton,	65	68	77	99	51	360
Adam Scott,	60	40	77	100	67	344
Robert H. Shaw,	64	55	54	100	57	330
Thomas Torrance,	61	44	63	100	55	323
Francis Forrest,	56	43	59	89	67	314
Joseph Haggarty,	50	51	75	60	76	312
James J. Ranken,	66	44	75	73	47	305
Wm. L. Shiels,	64	44	42	100	52	302
Robert Thomas Allan,	61	56	40	86	47	290
James Ritchie,	58	41	66	63	61	289
William Tonkinson,	58	46	70	65	50	289
Thomas J. Muckle,	59	43	59	80	45	286
Robert Logan,	60	44	48	69	62	283
John M'Gregor,	54	46	56	65	52	273
Stuart M'Watt,	61	40	48	65	53	267

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
James R. S. Logan,	56	46	45	65	40	252
Mary S. Young,	72	58	...	49	63	242
Elizabeth Thomson,	65	49	...	65	62	241
Margaret Ford,	63	41	...	65	51	220
Mary D. Wood,	71	40	...	64	44	219
VIII.—EDINBURGH.						
Emma E. Offord,	85	72	83	100	86	426
Alice E. Ainge,	78	68	69	92	83	390
Annie O. Pringle,	76	56	66	100	72	370
Elizabeth B. Sutherland,	63	43	70	100	87	363
Jessie Dobie,	76	85	...	100	96	357
Elizabeth Mackay,	65	64	62	69	95	355
Marianne Pagan,	82	83	...	92	88	345
Jessie J. M'Kean,	72	77	...	100	92	341
Janie Craigie,	77	68	...	100	95	340
Margaret F. Anderson,	88	63	...	100	87	338
Annie Adam,	78	81	...	100	78	337
Mary C. Watson,	54	47	85	80	71	337
Sarah B. Balfour,	84	78	...	84	90	336
Jane Menzies,	80	74	...	100	81	335
Margaret A. Wright,	72	70	...	96	96	334
Edith M. Thomson,	78	65	...	100	88	331
John C. Ramage,	65	53	68	80	61	327
Mary R. Walker,	84	76	...	73	94	327
Jeanie Liddle,	63	72	...	100	89	324
Louisa Dundas,	75	80	...	79	89	323
Maggie Borthwick,	61	86	...	75	94	316
Isabella P. Middleton,	64	79	...	84	87	314
Margaret M. Gray,	76	77	...	72	88	313
Helen G. Brittain,	84	82	...	64	82	312
Maggie Armour,	76	66	...	80	90	312
Joan Lyall,	67	79	...	80	86	312
Mary M. Proctor,	77	81	...	80	73	311
Christina A. Gibb,	71	72	...	77	90	310
Maria Murray,	80	81	...	64	85	310
Helen Meldrum,	70	74	...	80	85	309
Isabella Kerr,	76	62	...	80	89	307
Mary Stewart,	64	68	...	80	88	300
Mary Logan,	78	71	...	73	76	298
Cecilia Blanshard,	80	75	...	54	87	296

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
Margaret A. Ritchie,	76	63	...	72	84	295
Annie A. Arnott,	70	52	...	100	73	295
Jessie M. H. Turner,	56	68	...	80	88	292
Marion A. Wyld,	68	73	...	61	89	291
Mary E. Burn,	65	52	...	97	76	290
Robina H. Young,	60	67	...	80	81	288
Jane W. D. Gillon,	78	62	...	80	66	286
John C. M'Alister,	48	49	76	55	58	286
Ann Morrison,	65	61	...	79	77	282
Elizabeth R. M. Porteous,	60	67	...	73	82	282
Margaret E. Balfour,	65	73	...	65	79	282
Mary M. Edmondston,	69	66	...	69	77	281
Dora M. Oliver,	74	57	...	80	70	281
Georgina Divorty,	65	71	...	65	79	280
Jessie M'Donald,	70	64	...	76	69	279
Margaret S. Thomson,	55	78	...	56	87	276
Jessie Allan,	62	55	...	80	77	274
Jessie Johnston,	64	51	40	40	78	273
Mary T. Burrow,	51	72	...	64	85	272
Louisa Dawson,	53	69	...	63	85	270
Ella M. Moir,	66	73	...	40	90	269
Agnes Rainie,	70	71	...	55	73	269
Grace B. Thomson,	51	58	...	84	75	268
Maggie Sim,	54	65	...	65	80	264
Jeanie M'Donald,	54	75	...	53	79	261
Elizabeth L. Seton,	70	55	...	60	76	261
Marion S. Wilkie,	59	59	...	65	75	258
Elizabeth A. Smith,	58	51	...	69	80	258
Ada P. Strachan,	64	42	...	64	85	255
Catherine E. Webster,	67	58	...	76	53	254
Margaret C. Fraser,	56	60	...	81	56	253
Jessie N. Morrison,	40	69	...	65	78	252
Phyllis M. Middleton,	74	47	...	72	59	252
C. M. Fleming,	73	61	...	64	53	251
Elizabeth Campbell,	62	56	...	56	73	247
Margaret F. Matheson,	55	53	...	50	87	245
Kate B. Walker,	57	58	...	54	75	244
Henrietta Steele,	74	69	...	56	43	242
Phœbe B. Todd,	59	48	50	84	...	241
Mary E. Baldry,	45	66	...	57	70	238
Catherine C. M. M'Donald,	59	53	...	65	60	237
Mary L. Reid,	66	52	...	64	55	237
Helen S. Loughton,	52	54	...	48	83	237

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
Mary M. Scott,	49	71	...	73	41	234
Maggie D. Reid,	74	67	...	53	40	234
Harriet L. Messieux,	76	77	...	76	...	229
Matilda Hepburn,	58	50	...	47	66	221
Eliza Mowatt,	42	62	...	49	67	220
Amelia Stirling,	70	62	...	40	48	220
Barbara A. Gibson,	59	61	...	41	58	219
Jeanie A. Robertson,	46	52	...	57	64	219
Helen J. Cochrane,	42	45	...	77	50	214
E. M. W. Wright,	65	54	...	40	54	213
Isabella I. Inglis,	49	49	...	64	49	211
Annie M. M. Lloyd,	68	41	...	55	46	210
Frances J. Hepburn,	46	54	...	41	66	207
Agnes Graham,	45	54	...	65	40	204
Helen L. Millar,	61	44	...	45	54	204
Euphemia Simpson,	74	67	...	60	...	201
Mary Crabb,	74	61	...	64	...	199
Charlotte A. Smith,	56	62	...	71	...	189
Jessie M. Scott,	63	43	...	40	40	186
Kate G. Graham,	54	47	...	65	...	166
IX.—FORRES.						
James Murray,	66	55	86	80	85	372
Elizabeth Wilson,	59	62	79	65	57	322
Alexander Squair,	62	56	71	60	55	304
Jessie F. Riach,	64	67	...	77	85	293
Mary Winter,	69	68	...	80	74	291
Susan Alice Black,	53	61	...	78	78	270
Harry F. Hurworth,	51	53	40	55	59	258
Georgina Robertson,	70	45	...	53	58	226
Angela Butler,	52	47	...	53	52	204
Williamina Ferguson,	50	40	...	49	50	189
X.—GALASHIELS.						
Robt. D. Somerville,	74	57	90	100	68	389
John L. Welch,	86	40	75	80	60	341
James Somerville,	70	52	79	71	54	326
Maggie Lee Walker,	66	50	...	59	79	254

Name.	Eng.	Hist. and Geo.	Latin.	Arith.	Scrip. Hist.	Total.
XI.—GLASGOW.						
Janetta H. Veitch,	56	57	...	69	52	234
XII.—GREENOCK.						
M. E. Robertson,	53	46	47	65	70	281
Robert F. Blair,	50	48	56	53	63	270
Henry Thorne,	40	46	56	47	57	246
Alex. M'Call,	45	41	44	51	54	235
XIII.—HELENSBURGH.						
Catherine M. M'Micking,	59	54	46	64	70	293
Christian Steven,	65	69	...	73	81	288
Mary K. Anderson,	72	70	...	79	64	285
Jessie H. Fletcher,	64	66	...	64	73	267
Agnes K. Duff,	66	48	...	64	82	260
Agnes Adam,	50	59	...	65	67	241
Agnes J. Fletcher,	40	53	...	68	72	233
Ella B. Baynham,	48	44	...	77	63	232
Jessie Fisken,	40	57	...	65	53	215
Catherine Frew,	52	40	...	49	64	205
Janet M'Lellan,	43	47	...	65	49	204
Mary M'Millan,	40	49	...	59	55	203
Frances Ann Baynham,	45	56	...	40	60	201
Catherine Gow,	48	40	...	40	62	190
Eleanor N. P. Doddrell,	43	40	...	63	40	186
Jessie Doddrell,	42	43	...	42	59	186
Margaret M. Blair,	40	40	...	49	45	164
XIV.—LOCKERBIE.						
Richard Davidson,	64	62	81	100	78	385
Thomas Whyte,	63	76	89	97	55	380
Sarah Blacklock,	60	68	70	100	62	360
John C. Thomson,	56	56	68	93	72	345
Kirkpatrick Hunter,	58	59	74	80	71	342
Peter Kerr,	53	59	83	80	63	338
David Poole,	56	53	51	100	76	336

Name.	Eng.	Hist and Geo,	Latin.	Arith.	Scrip. Hist.	Total.
Alex. W. Laidlaw,	63	65	73	65	66	332
John A. Findlay,	58	56	71	80	61	326
Mary Jane Murchie,	60	63	...	93	79	295
James Stodart,	45	49	42	100	57	293
Margaret O. Anderson,	65	62	...	65	59	251
Mina Rae,	62	52	...	49	84	247
Janet Robertson,	49	53	...	61	65	228
XV.—MONTROSE.						
Mary E. Maxwell,	75	69	...	80	94	318
Bessie Moir,	74	70	...	81	84	309
Jeanie M. Lister,	83	43	60	55	62	303
Mary A. Lyall,	80	46	48	51	76	301
Maggie Clark,	78	44	...	100	61	283
Eliza M. Rodgers,	70	50	...	55	79	254
Maggie C. Duncan,	76	40	...	53	72	241
Jessie M. Johnstone,	73	42	...	53	66	234

LIST OF CANDIDATES WHO OBTAINED CERTIFICATES IN 1876.

The position of Candidates is determined exclusively by the marks gained for Special Subjects. The Common Subjects, being merely pass subjects, are not reckoned here. When a candidate has taken four subjects, the three in which the highest marks have been obtained are counted together. Of the marks gained for the fourth subject, only those which are above 40 per cent. are added.

Prizes have been awarded to those who have attained 70 per cent. in Two Subjects.

HONOUR CERTIFICATES.

DIVISION A.—Candidates who have Passed in Four Subjects.

FIRST CLASS.

Name.	School.	Total Marks.
Jessie Dobie (*1st Bursar*),	George Watson's College Schools,	282
Dora Christobel Elsie Clark (*3d Bursar*),	Edinburgh Educational Institution, Ladies' College,	254
Mary Murray Proctor (*Prize*),	Edinburgh Educational Institution, Ladies' College,	244
Helen Graham Brittain (*Prize*),	Edinburgh Educational Institution, Ladies' College,	244
Margaret Ann Ritchie (*Prize*),	Edinburgh Ladies' Educational Association,	242
William Millar (*Prize*),	High School, Leith,	238
Jessie Simpson (*Prize*),	Edinburgh Educational Institution, Ladies' College,	237
Sarah Ann Manson (*Prize*),	Edinburgh Educational Institution, Ladies' College,	236
Margaret Mackintosh Gray (*Prize*),	Edinburgh Educational Institution, Ladies' College,	224
Jane Mackay (*Prize*),	Edinburgh Educational Institution, Ladies' College,	221
Annie Gordon Marshall (*Prize*),	Newtown House School, Dunse,	219
Thomas S. Shaw (*Prize*),	Wellfield Academy, Dunse,	217
Annie Maria Barclay,	Glenfruin House School, Helensburgh,	211

HONOUR CERTIFICATES—*continued.*

Name.	School.	Total Marks.
Alice Elizabeth Ainge (*Prize*),	Edinburgh Educational Institution, Ladies' College,	209
Jessie Josephine M'Kean,	George Watson's College Schools,	205
James A. Wood (*Prize*),	Wellfield Academy, Dunse,	204
Jessie F. Riach (*Prize*),	Tulloch Park School, Forres,	203
SECOND CLASS.		
Elizabeth M. Baikie,	Edinburgh Educational Institution, Ladies' College,	198
Margaret Ferrier Anderson,	Edinburgh Educational Institution, Ladies' College,	187
Jessie Gardner,	Edinburgh Educational Institution, Ladies' College,	187
Mary Winter,	Tulloch Park School, Forres,	184
Isabella Kerr,	George Watson's College Schools,	172
Wilhelmina Thomson,	Beechwood School, Moffat,	160
DIVISION A.—Candidates who have Passed in Three Subjects.		
FIRST CLASS.		
Jane Menzies (*2d Bursar*),	Edinburgh Ladies' Educational Association,	270
Isabella P. Middleton (*Prize*),	Edinburgh Ladies' Educational Association,	251
Harriet L. Messieux (*Prize*),	Private Tuition,	242
Marianne Pagan (*Prize*),	Madam Kunz's School, Edinburgh,	235
Maria Murray (*Prize*),	Privately instructed,	219
Sarah Biggar Balfour (*Prize*),	Private Tuition,	212
Euphemia Simpson (*Prize*),	Scottish Institution, Edinburgh,	209
Jessie Hamilton Fletcher,	Glenfruin House School, Helensburgh,	203
Grace B. Morrison (*Prize*),	Private Tuition,	196
Edith M. Thomson,	George Watson's College Schools,	196
Jane E. M'Garth (*Prize*),	Edinburgh Educational Institution, Ladies' College,	190
Magdaline B. Morrison,	Private Tuition,	189
Robert Blackadder (*Prize*),	Wellfield Academy, Dunse,	187

SECOND CLASS.

Mary Kerr Anderson,	Ashmount School, Helensburgh,	174
Agnes Kerr Duff,	Glenfruin House School, Helensburgh,	171
Catherine E. Webster,	Edinburgh Educational Institution, Ladies' College,	170
Catherine Jack,	Newtown House School, Dunse,	168
Georgina Robertson,	Private Study,	166
Jane Bain,	Newtown House School, Dunse,	165
Phyllis M. Middleton,	Edinburgh Ladies' Educational Association,	165
Henrietta Steele,	Edinburgh Educational Institution, Ladies' College,	165
Christian Steven,	Glenfruin House School, Helensburgh,	159
Ella M. Moir,	Edinburgh Ladies' Educational Association,	158
W. Hume Kerr,	Wellfield Academy, Dunse,	156
Amelia Stirling,	Private Tuition,	145
Jessie M. Scott,	Edinburgh Educational Institution, Ladies' College,	144
D. Oliver Kerr,	Wellfield Academy, Dunse,	132
Thomas Lugton,	Wellfield Academy, Dunse,	132

DIVISION B.—Candidates who have Passed in Two Subjects.

SECOND CLASS.

Marianne Levack,	Dollar Institution,	118
Charlotte Alice Smith,	Privately instructed,	117
Jessie Maver,	Tulloch Park School, Forres,	110
Williamina Ferguson,	Tulloch Park School, Forres,	104
Susan Alice Black,	Tulloch Park School, Forres,	103
Angela Butler,	Tulloch Park School, Forres,	101
John Wilson,	Wellfield Academy, Dunse,	93
Cecilia M. Fleming,	Edinburgh Educational Institution, Ladies' College,	90
Charles M'Laren Robson,	Wellfield Academy, Dunse,	87
William Allison,	Collegiate School, Greenock,	87
Letitia Hicks,	Southfield House School, Auchtermuchty,	85

ORDINARY CERTIFICATES.

DIVISION A.—Candidates who have Passed in Four Subjects.

FIRST CLASS.

Name.	School.	Total Marks.
Robina H. Young (*Prize*),	Edinburgh Educational Institution, Ladies' College,	278
Annie Adam (*Prize*),	George Watson's College Schools,	276
Maggie Armour (*Prize*),	George Watson's College Schools,	266
Joan Lyall (*Prize*),	Edinburgh Educational Institution, Ladies' College,	256
Robert D. Sommerville (*Prize*),	Galashiels Academy,	256
Jeanie Craigie (*Prize*),	George Watson's College Schools,	253
Richard Davidson (*Prize*),	Public School, Lockerbie,	251
James Murray (*Prize*),	Public School, Nairn,	251
Elizabeth R. M. Porteous (*Prize*),	Edinburgh Educational Institution, Ladies' College,	249
Jessie M. H. Turner (*Prize*),	Edinburgh Educational Institution, Ladies' College,	247
Dora Marion Oliver (*Prize*),	Edinburgh Educational Institution, Ladies' College,	245
Helen Meldrum (*Prize*),	Edinburgh Educational Institution, Ladies' College,	243
Robert Arthur (*Prize*),	Bathgate Academy,	242
Barbara A. Gibson (*Prize*),	Edinburgh Educational Institution, Ladies' College,	236
Cecilia M. Fleming (*Prize*),	Edinburgh Educational Institution, Ladies' College,	236
Jeanie Liddell (*Prize*),	Edinburgh Educational Institution, Ladies' College,	234
James Ronaldson (*Prize*),	Bathgate Academy,	232
John Wilson (*Prize*),	Bathgate Academy,	231
Annie O. Pringle (*Prize*),	George Watson's College Schools,	229
Jessie M'Donald (*Prize*),	Edinburgh Educational Institution, Ladies' College,	229
William Roxburgh (*Prize*),	Alloa Academy,	228
Mary C. Watson (*Prize*),	Mr Bourhill's School, Lanark,	227
James Sommerville (*Prize*),	Galashiels Academy.	227

Thomas White (*Prize*),	Public School, Lockerbie,	224
James Wilson (*Prize*),	Bathgate Academy,	222
Richard J. Angus (*Prize*),	Bathgate Academy,	221
Emma E. Offord (*Prize*),	Queen's College, London,	220
Kirkpatrick Hunter	Public School, Lockerbie,	218
Mary L. Taylor, (*Prize*),	St. Leonard's School, Banff,	217
Eliza Barclay (*Prize*),	Newtown House School, Dunse,	217
Peter Kerr,	Douglas Academy, Newton-Stewart,	210
Francis B. Johnston (*Prize*),	Collegiate School, Greenock,	210
Mary M. Scott,	Edinburgh Educational Institution, Ladies' College,	209
Jeanie M. Lister,	Montrose Academy,	208
John H. Allison (*Prize*),	Collegiate School, Greenock,	207
R. C. Kerr (*Prize*),	Collegiate School, Greenock,	206
Elizabeth B. Sutherland,	George Watson's College Schools,	205
Jessie M. Scott,	Edinburgh Educational Institution, Ladies' College,	204
James B. Kirk,	Bathgate Academy,	202

SECOND CLASS.

Jane Logan,	Newtown House School, Dunse,	198
Margaret C. Fraser,	Edinburgh Educational Institution, Ladies' College,	197
Elizabeth Wilson,	Milne's Institution, Fochabers,	196
William T. Procter,	Alloa Academy,	195
Elsie Robertson (*Prize*),	St. Leonard's School, Banff,	195
Annie A. Arnott,	George Watson's College Schools,	195
Edith Ramsay,	St. Leonard's School, Banff,	194
Jessie M. Johnstone,	Montrose Academy,	188
John A. Findlay,	Douglas Academy, Newton-Stewart,	185
Mary S. Young,	Newtown House School, Dunse,	183
John L. Welch,	Galashiels Academy,	183
Robert H. Shaw,	Wellfield Academy, Dunse,	179

ORDINARY CERTIFICATES—*continued.*

Name.	School.	Total Marks.
John C. Ramage,	John Watson's Institution,	175
Alexander Squair,	Public School, Nairn,	172
John Crawford M'Alester,	John Watson's Institution,	171
Elizabeth Mackay,	Edinburgh Educational Institution, Ladies' College,	170
William L. Shiels,	Wellfield Academy, Dunse,	161
John J. Wright,	Collegiate School, Greenock,	161
Thomas J. Muckle,	Wellfield Academy, Dunse,	159
James Ritchie,	Wellfield Academy, Dunse,	156
Harry F. Hurworth,	Burghead Free Church School,	156
James Hendry,	Public School, Nairn,	150
Mary D. Wood,	Newtown House School, Dunse,	146
Jeanie B. Lumsden,	St. Leonard's School, Banff,	145
Janet M'Lellan,	Glenfruin House School, Helensburgh,	145

DIVISION A.—Candidates who have passed in Three Subjects.

FIRST CLASS.

Jessie Allan (*Prize*),	Edinburgh Educational Institution, Ladies' College,	243
Margaret T. Burrow (*Prize*),	Mr Oliphant's School, Edinburgh,	243
Marion A. Wyld (*Prize*),	Mr Oliphant's School, Edinburgh,	243
Louisa Adams (*Prize*),	Public School, Bo'ness,	234
Kate B. Walker (*Prize*),	Private School,	230
Annabella L. Lumsden (*Prize*),	Banff Academy,	225
Bessie Moir (*Prize*),	Montrose Academy,	225
Agnes Rainie (*Prize*),	Edinburgh Ladies' Educational Association,	218
Mary E. Maxwell (*Prize*),	Montrose Academy,	212
Helen M. Maxwell (*Prize*),	Southfield House School, Auchtermuchty,	207

Grace B. Thomson (*Prize*),	Miss Geddes' School, Edinburgh,	205
Mary J. Murchie (*Prize*),	Public School, Lockerbie,	202
George Hennessy (*Prize*),	Wellfield Academy, Dunse,	199
Isabella T. Lambert (*Prize*),	Southfield House School, Auchtermuchty,	197
Elizabeth L. Seton (*Prize*),	Private Classes,	197
Adam Scott (*Prize*),	Wellfield Academy, Dunse,	195
Helen L. Millar,	Private Tuition,	193
Maggie Clark,	Montrose Academy,	189
William Menzies,	Alloa Academy,	188
Eliza M. Rodgers,	Montrose Academy,	187
Margaret F. Matheson,	Edinburgh Educational Institution, Ladies' College,	186
Maggie T. Montgomery,	Boys' School, Dalintober, Campbeltown,	185
Elizabeth A. Smith,	Edinburgh Educational Institution, Ladies' College,	183
Maggie Sim,	Duchess of Athole's School, Dunkeld,	182
Alexander W. Renton,	Private Tuition,	180
Agnes Adam,	Glenfruin House School, Helensburgh,	180

SECOND CLASS.

Eva M. W. Wright,	Private Tuition,	178
Euphemia G. Gibb,	Dollar Institution,	175
Eleanor N. P. Doddrell,	Ashmount School, Helensburgh,	174
Francis Forrest,	Wellfield Academy, Dunse,	173
Ann Morrison,	Edinburgh Educational Institution, Ladies' College,	170
Ada P. Strachan,	C. S. Normal School,	170
Annie M. M. Lloyd,	Edinburgh Educational Institution, Ladies' College,	169
Jessie Johnston,	Montrose Academy,	166
Elizabeth Campbell,	Newington Academy, Edinburgh,	166
Margaret Ford,	Newtown House School, Dunse,	165
Mary E. Burn,	John Watson's Institution,	165
Catherine M. M'Micking,	Glenfruin House School, Helensburgh,	163

ORDINARY CERTIFICATES—*continued.*

Name.	School.	Total Marks.
Sarah Blacklock,	Public School, Lockerbie	163
Jessie Williamson,	Dollar Institution,	158
Thomas Torrance,	Wellfield Academy, Dunse,	152
Marion S. Wilkie,	Newington Academy, Edinburgh,	151
Helen S. Loughton,	Private School,	150
Robert Logan,	Wellfield Academy, Dunse,	148
Mary A. Lyall,	Montrose Academy,	148
Ella B. Baynham,	Glenfruin House School, Helensburgh,	147
Mary D. Wood,	Newtown House School, Dunse,	146
Elizabeth Thomson,	Newtown House School, Dunse,	140
Maggie L. Walker,	Galashiels Academy,	137
Jane Dill,	Dollar Institution,	135
Agnes Watson,	St. Leonard's School, Banff,	132
Jessie Fisken,	Glenfruin House School, Helensburgh,	130
Robert T. Allan,	Wellfield Academy, Dunse,	129
David Anderson,	Dollar Institution,	127

DIVISION B.—Candidates who have passed in Two Subjects.

FIRST CLASS.

Cecilia Blanshard (*Prize*),	Misses du Plessis and Black's School, Edinburgh,	160
Annie Martin,	St. Leonard's School, Banff,	125
Margaret O. Anderson,	Beechwood House School, Moffat,	124
Louisa Dawson,	Private Tuition,	122
Catherine C. M. M'Donald,	Misses Leishman's School, Edinburgh,	121

SECOND CLASS.

Matilda Hepburn,	Miss Turnbull's School, Edinburgh,	115
Catherine Frew,	Ashmount School, Helensburgh,	115

Mary E. Baldry,	Edinburgh Educational Institution, Ladies' College,	113
Jeanie A. Robertson,	Duchess of Athole's School, Dunkeld,	111
Mary Stewart,	Edinburgh Educational Institution, Ladies' College,	110
Stuart M'Watt,	Wellfield Academy, Dunse,	108
James J. Ranken,	Wellfield Academy, Dunse,	107
Kate G. Graham,	Private Tuition,	105
John Campbell Rennie,	Boys' School, Dalintober, Campbeltown,	104
Mary Laird Reid,	Edinburgh Educational Institution, Ladies' College,	102
Maggie D. Reid,	Edinburgh Educational Institution, Ladies' College,	100
Mina Rae,	Beechwood House School, Moffat,	100
Agnes Johnston Fletcher,	Glenfruin House School, Helensburgh,	97
Helen Jane Cochrane,	John Watson's Institution,	96
Isabella Innes Inglis,	Public School, Tynninghame,	95
Janetta H. Veitch,	Private Study,	94
Maggie C. Duncan,	Montrose Academy,	91
Phœbe B. Todd,	Miss Blyth's Private Classes,	85
Barbara Shore,	Galashiels Academy,	85
Sarah B. Graham,	Dollar Institution,	82

EXTRA SUBJECTS.

I. DRAWING.

HONOUR.

NAME.	SCHOOL.	TOTAL MARKS.
Jane Menzies,	Edin. Ladies' Educational Asso.	60
	ORDINARY.	
Robert Arthur,	Bathgate Academy,	90
James Ronaldson,	Bathgate Academy,	90
Peter Kerr,	Doug. Acad., Newton Stewart,	90
Jessie Allan,	Edin. Edu. Inst., Ladies' Col.,	90
William Roxburgh,	Alloa Academy,	90
Richard J. Angus,	Bathgate Academy,	80
Helen S. Loughton,	Private School,	80
Dora M. Oliver,	Edin. Edu. Inst., Ladies' Col.,	80
Eliza M. Rodgers,	Montrose Academy,	75
Margt. S. Thomson,	Miss M'Glashan's Private Class.,	70
Eliza R. M. Porteous,	Edin. Edu. Inst., Ladies' Col.,	70
Ann Morrison,	Edin. Edu. Inst., Ladies' Col.,	70
Margt. C. Fraser,	Edin. Edu. Inst., Ladies' Col.,	70
John A. Findlay,	Doug. Acad., Newton Stewart,	70
Jessie M. Johnstone,	Montrose Academy,	70
Mina Rae,	Beechwood, Moffat,	70
John C. Ramage,	John Watson's Institution	70
Elizabeth L. Seton,	Private Classes,	66
Marion S. Wilkie,	Newington Academy,	66
William T. Procter,	Alloa Academy,	66
Mary M. Scott,	Edin. Edu. Inst., Ladies' Col.,	65
Isabella I. Inglis,	Public School, Tynninghame,	60
Francis B. Johnston,	Collegiate School, Greenock,	60
Jane Dill,	Dollar Institution,	60
John James Wright,	Collegiate School, Greenock,	55
Euphemia Gibb,	Dollar Institution,	50
Sarah B. Graham,	Dollar Institution,	50
Elizabeth Mackay,	Edin. Edu. Inst., Ladies' Col.,	50
Jeanie M. Lister,	Montrose Academy,	50
Annie Maria Lloyd,	Edin. Edu. Inst., Ladies' Col.,	50
Jessie Johnston,	Montrose Academy,	45
John C. M'Alester,	John Watson's Institution,	45
Cath. C. M. M'Donald,	Misses Leishman's School, Edin.,	45
Ada P. Strachan,	C. S. Normal School, Edin.,	45
Eva M. W. Wright,	Private Tuition,	45
John H. Allison,	Collegiate School, Greenock,	45
Robert C. Kerr,	Collegiate School, Greenock,	45

II. MUSIC.

Honour.

Name.	School.	Total Marks.
Margt. F. Anderson,	Edin. Edu. Inst., Ladies' Col.,	96
Jessie Simpson,	Edin. Edu. Inst., Ladies' Col.,	96
Jane Menzies,	Edin. Educa. Association,	94
Alice E. Ainge,	Edin. Edu. Inst., Ladies' Col.,	92
Dora C. E. Clark,	Edin. Edu. Inst., Ladies' Col.,	92
Margt. A. Ritchie,	Private,	92
Jane M'Kay,	Edin. Edu. Inst., Ladies' Col.,	90
Jessie Gardner,	Edin. Edu. Inst., Ladies' Col.,	90
Jane E. M'Garth,	Edin. Edu. Inst., Ladies' Col.,	86
Helen G. Brittain,	Edin. Edu. Inst., Ladies' Col.,	83
Jessie M. Scott,	Edin. Edu. Inst., Ladies' Col.,	79
Annie Gordon Marshall,	Newtown House School, Dunse,	77
Catherine Jack,	Newtown House School, Dunse,	76
C. M. Fleming,	Edin. Edu. Inst., Ladies' Col.,	66
Jane Bain,	Newtown House School Dunse,	66
Catherine E. Webster,	Edin. Edu. Inst., Ladies' Col.,	64

Ordinary.

Jessie Allan,	Edin. Edu. Inst., Ladies' Col.,	92
Mary Stewart,	Edin. Edu. Inst., Ladies' Col.,	92
Jessie M. H. Turner,	Edin. Edu. Inst., Ladies' Col.,	92
Jessie M'Donald,	Edin. Edu. Inst., Ladies' Col.,	91
Elizabeth R. M. Porteous,	Edin. Edu. Inst., Ladies' Col.,	91
Elizabeth L. Seton,	Private Classes,	89
Dora M. Oliver,	Edin. Edu. Inst., Ladies' Col.,	89
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Cath. C. M. M'Donald,	Misses Leishman's School, Edin.,	85
Eliza Barclay,	Newtown House School, Dunse,	80
Jane Logan,	Newtown House School, Dunse,	76
Barbara A. Gibson,	Edin. Edu. Inst., Ladies' Col.,	75
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UNIVERSITY LOCAL EXAMINATIONS.

[*These Examinations have been instituted to supply a common test of attainment both for pupils of public schools and for those privately educated.*]

REGULATIONS FOR THE YEAR 1877.

The Examinations will commence on Tuesday, June 19, 1877, *at* 9 A.M. *and will be continued for three days.*

The BOARD grants Certificates of two grades,—ORDINARY and HONOUR Certificates. These Certificates are signed by the Vice-Chancellor of the University, and specify the subjects in which candidates have passed.

The subjects of examination are divided into three classes,—COMMON SUBJECTS, to be taken by all Candidates; SPECIAL SUBJECTS, from which all Candidates must make a selection, according to the grade of certificate desired; and EXTRA SUBJECTS, in which any Candidate may volunteer.

ORDINARY CERTIFICATES.

I.—COMMON SUBJECTS,

In which all Candidates must undergo Examination.

1. *English.*—Reading aloud, with proper accent and emphasis. Writing from Dictation. The elements of English Grammar and analysis. English Composition; the structure of sentences.

2. *History and Geography.*—(*a*) History of Scotland from 1285 to 1513. (*b*) The Geography of Europe. The Candidate will also be required to fill in an outline map of some European country.

*3. *Latin.*—Grammar; with an easy passage for translation into English, and parsing.

* This subject will be optional for Female Candidates, except when Latin is taken as a Special Subject.

4. *Elementary Arithmetic.*

5. *Scripture History.*—The first Book of Samuel, and the Gospel according to St Luke.

No. 5 will not be required when parents or guardians request that it be omitted.

II.—SPECIAL SUBJECTS,

At least *two*, and not more than *four* of these subjects are to be selected by the Candidate. The selection must be made from at least two of the Departments A, B, C.

A.—DEPARTMENT OF LANGUAGES.

1 *Latin.*—A passage for translation into English, with grammatical and general questions. (Cæsar, *De Bello Gallico*, B. II., and III. to 15.)

An easy passage of English, with the more uncommon Latin words supplied, for translation into Latin.

2. *Greek.*—An easy passage for translation into English, with grammatical and general questions. (Xenophon's *Anabasis*, B. I., 5 to the end.)

3. *French.*—A passage from Fenelon's "Telemaque," Books i.-iii., for translation into English, with questions on the accidence of French

ERRATUM.

GERMAN—ORDINARY CERTIFICATE.

Page 53, line 14, after Schiller's "Geschichte des Dreissigjahrigen Krieges," *insert* "Buch I."

gram of Forces and the Mechanical Powers.

A general knowledge of the earth's dimensions and figure; the cause of the seasons; the distances, motions, and physical character of the heavenly bodies.

Such information may be gained from Balfour Stewart's *Lessons in Elementary Physics*, and Norman Lockyer's *Elementary Lessons in Astronomy*.

III.—EXTRA SUBJECTS,

In which Candidates may offer themselves for examination. The values obtained in these will be acknowledged on the certificate granted, but not added to the Candidate's aggregate marks in the competition.

A.—DEPARTMENT OF DRAWING.

Drawing in Outline from the Flat.

B.—DEPARTMENT OF MUSIC.

The Grammar of Music.

HONOUR CERTIFICATES.

I.—COMMON SUBJECTS.

The same as for the Ordinary Certificate. The holders of said Certificate are exempted from examination in the Common subjects.

II.—SPECIAL SUBJECTS.

At least *two*, and not more than *four* of these subjects are to be selected by the Candidate. The selection must be made from at least two of the Departments A, B, C, and D.

A.—DEPARTMENT OF LANGUAGES.

1 *Latin.*—A paper consisting of, 1st, a passage of plain English to be translated into Latin; 2nd, four short and plain passages, such as the Candidate might, without previous preparation in them, be expected to translate, two of these at the choice of the Candidate to be translated into English; and 3d, a few grammatical questions, either arising out of the passages, or general.

2. *Greek.*—A paper including grammatical and general questions; the translation of an easy passage; and the translation of a few English sentences into Greek.

3. *French.*—*Ad aperturam* translation and retranslation, with questions on the accidence and the Syntax of French grammar.

4. *German.*—*Ad aperturam* translation and retranslation, with questions on the accidence and syntax of German grammar.

B.—DEPARTMENT OF ENGLISH LITERATURE.

1. *English.*—Composition; Higher Grammatical Questions, including Derivation of Words and Prosody; History of English Literature from 1688 to 1789. Shakespeare's "Tempest" (Clarendon Press Edition).

2. *History and Geography.*—(*a*) History of the Roman Empire to A.D. 475; or general History of Europe from A.D. 475 to the Reformation. (*b*) Geography of South America and Africa.

3. *Logic.*—Jevons's Primer (Macmillan and Co., 1876).

C.—DEPARTMENT OF MATHEMATICS AND NATURAL PHILOSOPHY.

1. *Mathematics.*—Arithmetic. Euclid, Books i.-iv and vi. Algebra to Quadratic Equations. Plane Trigonometry.

2. *Natural Philosophy.*—Elements of *Mechanics* and of *Experimental Physics.* (Balfour Stewart's *Lessons in Elementary Physics;* and Goodwin's *Mechanics,* or Thomson and Tait's *Elements of Natural Philosophy.*

D.—DEPARTMENT OF CHEMISTRY AND NATURAL HISTORY.

1. *Chemistry.*—The relations to one another of Acids, Bases, Salts, and Metals—Oxidation and Reduction. The physical characters, methods of preparation and chemical characters of the following non-metallic elements and their chief compounds:—Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Bromine, Iodine, Silicon. The oxides and salts of the following metals:—Potassium, Sodium, Bareum, Calcium, Magnesium, Iron, Zinc, Manganese, Chromium, Aluiminium, Cobalt, Nickel, Copper, Mercury, Lead, Silver, Gold. Platinum, Arsenic, Antimony, Bismuth.

The following text-books are referred to as indicating the amount and kind of knowledge expected:—Roscoe's *Lessons in Elementary Chemistry*, Lessons I.-XXVI.; Williamson's *Chemistry for Students*, Chaps. i.-xxxiii.; Wilson's *Inorganic Chemistry* (Chambers' Educational Course).

2. *Zoology.*—The general principles of Zoological Classification. The characters of the Classes of the Vertebrata, founded upon Anatomical and Physiological characters. The general characters of the Vertebrate Orders. The Morphological, Anatomical, and Physiological characters of the sub-kingdoms of the Invertebrata, and the general characters of the Invertebrate Orders. Dr Stirling's Zoology, in *Chambers's Information for the People*, and Dr Alleyne Nicholson's *Manual of Zoology*.

3. *Botany.*—Botanical organography. Functions of leaves and flowers. Process of fertilization in flowering and in flowerless plants. Demonstration of orders Ranunculaceæ, Cruciferæ, Caryophyllaceæ, Leguminosæ, Rosaceæ, Umbelliferæ, Compositæ, Labiatæ, Liliaceæ, and Grasses, in conspicuous specimens. General distribution of Plants in Britain. (Balfour's *Elements of Botany*).

4. *Physiology.*—The materials appropriate for the food of animals. Functions of mastication, insalivation, deglutition, and digestion in the stomach. Functions of the liver, pancreas, and intestinal glands. Glycogenic function of the liver. The circulation of the blood. The changes produced on the air and on the blood by respiration. The functions of the excretory organs, namely, the lungs, liver, kidneys, skin, and bowels. The general functions of the nervous system. Sensibility. Sensation. Special functions of the cerebrum, cerebellum, and spinal cord. Structure and function of muscle. Works recommended:—*Text-Book of Physiology, General, Special, and Practical*, by Professor Bennett; Carpenter's *Manual of Physiology*; Kirke's *Handbook of Physiology*; Huxley's *Lessons in Elementary Physiology*.

III.—EXTRA SUBJECTS,

In which Candidates may offer themselves for Examination, values obtained in either being acknowledged in the Certificate granted, but not added to the Candidate's aggregate marks.

A.—DEPARTMENT OF DRAWING.

(*a.*) Drawing or Painting from a Model, with Light and Shade, or in Colour.

(*b.*) Drawing in Perspective.

Candidates may undertake either of these Sections.

B.—DEPARTMENT OF MUSIC.

The Grammar of Music and the Principles of Musical Composition.

PRIVILEGES ATTACHING TO THE HONOUR CERTIFICATES.

1. This Certificate, in case of indicating that the holder has passed in Latin, Greek, and Mathematics, may be presented by a Student at the time of his entrance to the University, and will be accepted by the Professors in the Faculty of Arts as evidence of qualification to attend the higher classes in these subjects. The holder will thus have the advantage of entering for the Curriculum of Three Sessions in Arts.

2. By a Regulation of the General Medical Council, Honour Certificates granted at the Edinburgh University Local Examinations are sufficient to secure exemption, for such subjects as are mentioned in the Certificate, from the Medical Preliminary Examinations in any University or Medical School in the United Kingdom.

3. Ladies who hold these Certificates may have their names entered on the Calendar established by the Rugby Council for Promoting the Education of Women. This Calendar is a medium of communication between Ladies who have passed any University Examination for Women, and desire educational work in Schools, Special Classes, or Private Families on the one hand, and Managers of Schools, Educational Committees, and ladies who may wish to meet with such teachers on the other. The Secretary, Mrs F. E. Kitchener, Dunchurch Road, Rugby, enters names in the Calendar. Entrance Fee, 5s., gives the right of applying to the Secretary at any time. Additional fee of 2s. 6d. on each situation obtained.

4. *Bursaries for Female Candidates.*—The Edinburgh Ladies' Educational Association have a Bursary connected with these Examinations of £30, for two years. This is offered on condition of study for the University Certificate for Women. Information from the Secretary of the Association, 117 George Street, Edinburgh. The National Union for Improving the Education of Women of all Classes offers for Girls a Scholarship of £25, tenable for one year, on the following, among other conditions:—(1) The girl over 16 years of age on January 1st, 1877, who stands highest at the above examinations, and is not the holder of any other Scholarship, to be awarded this Scholarship, provided that in the opinion of the Examiners her work is not only relatively better than that of other candidates, but absolutely good enough to entitle her to the reward. (2) The successful candidate is to pursue her studies for one year at some place of superior instruction in the United Kingdom or

abroad, approved by the National Union. (3) Candidates are to send in their names to the Secretary, 61 Sloane Street, S.W., London, at least two days before the examinations commence.

DIRECTIONS FOR CANDIDATES.

1. Candidates will be examined in Edinburgh, and in such other places as the Board may appoint.

A Local Centre will be established for any school undertaking to send up not fewer than six Candidates.

2. Candidates may, on their first appearance, take the *Common Subjects* alone, and may, without additional fee, offer themselves subsequently for examination in the *Special Subjects* for the Ordinary Certificate; or such candidates may, on payment of the additional fee, proceed to examination for an Honour Certificate. But no Candidate will receive a Certificate before having passed in, at least, two Special Subjects.

3. Candidates undergoing examination whether in the Common or the Special Subjects may, in the event of failure in only *one* of these, re-appear for examination in that subject, at any succeeding period of examination, without payment of additional fee, and with acknowledgment of having previously passed in the other subjects.

4. The successful candidates will be ranked in two divisions, the first including those who pass in not less than *three special* subjects; the second, those who pass in only *two special* subjects. Candidates in each Division will be ranked in *Two Classes*. In determining the order of merit, the aggregate of marks gained will be taken; but in the case of Candidates who take *more than three* special subjects, no marks will be given for such additional subjects unless the Candidate has gained more than 40 per cent. of the attainable marks; and the marks added from such additional subjects will be the aggregate marks gained, *minus* 40 per cent.

5. Candidates who pass for the Honour Certificate may reappear another year for examination in two or more additional subjects, with the view of adding to the value of the certificate previously obtained.

6. Printed forms, in which Candidates are to make application, will be annually prepared by the 1st May, and must be returned duly filled up to the Secretary in Edinburgh before the 1st June following.

7. FEES.—Every Candidate for a Junior Certificate is required to pay a fee of 20s.; every Candidate for a Senior Certificate a fee of 30s.—excepting in the case of those who have previously obtained a Junior Certificate, when the fee will be 20s. These fees must be paid on or before the 15th June. No fee can be returned under any circumstances. Special arrangements will be made in cases where entire schools are examined under this scheme, and Certificates are not granted.

All necessary information may be obtained by applying to the Secretary to the Board, at the University.

By order of the Board,

H. CALDERWOOD, LL.D., *Secy.*

EXAMINERS.

A.—Department of Languages.

Principal Sir ALEXANDER GRANT, Bart., LL.D.
JOHN S. BLACKIE, Professor of Greek.
JULIUS EGGELING, Professor of Sanskrit and Philology.
W. Y. SELLAR, LL.D., Professor of Humanity.
HUGH WILSON, M.A., Classical Examiner.
G. STRATHAIRN, M.A., Assistant to the Professor of Humanity.
JOHN KEITH, M.A., Assistant to the Professor of Greek.

B.—Department of English.

A. C. FRASER, LL.D., Professor of Logic and Metaphysics.
DAVID MASSON, LL.D., Professor of Rhetoric and English Literature.
H. CALDERWOOD, LL.D., Professor of Moral Philosophy.
A. H. CHARTERIS, D.D., Professor of Biblical Criticism.
W. B. HODGSON, LL.D., Professor of Political Economy.
Professor ADAMSON, M.A., Examiner in Mental Philosophy.
THOMAS SHAW, M.A., LL.B., Assistant to the Professor of Moral Philosophy.
DAVID ROSS, M.A., Assistant to the Professor of Logic.
J. A. MELVILLE, M.A., Assistant to the Professor of English Literature.

C.—Department of Mathematics and Natural Philosophy.

PHILIP KELLAND, M.A., Professor of Mathematics.
P. G. TAIT, M.A., Professor of Natural Philosophy.
R. K. GALLOWAY, M.A., Assistant to the Professor of Mathematics.
P. R. SCOTT LANG, M.A., Assistant to the Professor of Natural Philosophy.

D.—Department of Chemistry and Natural History.

A. C. BROWN, M.D., Professor of Chemistry.
SIR WYVILLE THOMSON, LL.D., Prof. of Natural History.
J. H. BALFOUR, M.D., Professor of Botany.
WM. RUTHERFORD, M.D., Professor of Physiology.
A. P. AITKEN, M.A., D.Sc., Assistant to the Professor of Chemistry.
I. B. BALFOUR, D.Sc., Assistant to the Professor of Natural History.
JOHN SADLER, F.R.P.S., Assistant to the Professor of Botany,

EXAMINERS—*continued.*

E.—Drawing.

Miss WOON, Art School, Edinburgh.

F.—Music.

SIR H. S. OAKELEY, M.A., Mus. Doct., Professor of Music.
ALEXANDER C. MACKENZIE.

LOCAL SECRETARIES.

Alloa.....D. MACFARLANE, Academy.
Annan.....Miss MACMASTER, Bank Street Academy.
Aberdeen.....ALEXANDER MILNE, 199 Union Street.
Auchtermuchty...Miss RENTON, Southfield House.
Banff..... .....Rev. G. WALKER, St Andrew's Parsonage.
Bathgate,.....Rev. ALEXANDER SHENNAN.
Campbeltown.....ARCHD. MONTGOMERY, Dalintober Boys' School.
Dollar.....Rev. Dr BARRACK, Rector of Institution.
Dundee.....
Dunse.....JAMES WOOD, Rector of Wellfield Academy.
Elgin.....Dr DUFF.
Forres.....Rev. W. WATSON.
Galashiels.....Mr FAIRLEY, Academy.
Glasgow.....Rev. R. M. TAYLOR, Brown Library, 66 Virginia Street.
Greenock.....JOHN GRAHAM, B.A., Collegiate School.
Helensburgh .....
Inverness.....WM. EADIE, M.A., Rector of the Royal Academy.
Lockerbie.....R. MUIR, Head Master of Public School.
Melrose.....Dr THOMAS W. BOWMAN, Collegiate School.
Montrose.....DAVID CAMPBELL, English Master in the Academy.
Stirling.....A. F. HUTCHISON, M.A., Rector of High School.

TIME TABLE—1877.

TUESDAY, JUNE 19.	WEDNESDAY, JUNE 20.	THURSDAY, JUNE 21.
9–11. *Preliminary History and Geography.* 11–12. *Preliminary Latin.* (*or* Reading.)	9–10½. *Preliminary Arithmetic.* 10½–12. *Preliminary English.*	9–12. C. 1.—Mathematics.
12–2.	12–2.	12–2.
2–4. A. 1.—Latin. 2–4. A. 4.—German. D. 4.—Physiology. (*or* Reading.)	2–3. *Preliminary Scripture History.* 3–5. B. 1.—English.	2–5. B. 2.—History and Geography. D 1. Chemistry. D 2. Zoology.
5–6.	5–6.	
6–8. A. 2.—Greek. C. 2.—Natural Philosophy. Drawing.	6–8. A. 3.—French. D. 3.—Botany.	6–8. Music. Logic.

The times appointed for Reading aloud and for Drawing are subject to the dis- the Examiner at each Centre.

DIRECTIONS TO CANDIDATES.

I. *Be at your seat in the Examination Room five minutes before the time fixed for the commencement of each Examination.*

II. Before you begin to write your answers, insert in the blank spaces at the top of your paper—

1. The *Number* by which you are known in the Examination.
2. The *Subject* in which the questions are set which you are about to answer.

III. When the questions are given to you, read them over carefully; *mark those which you think that you can answer best; and do them first.* If, after that, you still have time to spare, try some of the others.

IV. In writing your answers—

1. Put in the margin *the number of the question* before each answer.
2. Leave a blank space *after* each answer.
3. *Number your pages* as you go on.

V. If you want anything in the course of the Examination, do not leave your seat; but *stand*, or, if needful, *call out your number.*

VI. As soon as notice is given (which will be five minutes before the end of the time), finish your Papers, see that they are numbered rightly and arranged in their numerical order. Thereafter fold your sheets according to the breadth of the paper, and write on the back your Number, the Subject, and the Centre.

CAUTIONS.

Any Candidate helping another, or asking another to help him in his paper, or bringing with him a book or written paper to assist him, will be withdrawn from the Examination.

No communication whatever between Candidates when under examination will be allowed.

UNIVERSITY OF EDINBURGH,
August 1876.

EDINBURGH UNIVERSITY LOCAL EXAMINATIONS.

A PREPARATARY CLASS for LADIES wishing to pass this Examination in June 1877 will be opened in November. The Class will meet twice a week, and will be occupied with the Common Subjects, from November till the end of March, after which Special and Honour Subjects will be taken up.

Tutor—MR ARCHIBALD M'GLASHAN.

N.B.—For the convenience of ladies at a distance, a Course of Teaching by Correspondence will be carried on in connection with the Class.

For further particulars apply to S. M., 5 Chester Street.

GRANTS IN AID OF LOCAL SCHOLARSHIPS.

THE Executive Committee of the Edinburgh Ladies' Educational Association is enabled, out of funds placed at its disposal for this purpose, to offer grants in aid of local subscriptions for Scholarships, tenable for two years by the best of the candidates at any Local centre, on condition of her undertaking to study for the Certificate for Women of the University of Edinburgh.—*See* UNIVERSITY CALENDAR, Appendix, page 62.

The terms on which grants will be given are as follows :—

£25 to the Town or District in which £25 shall first be collected.

£20 to each of the two Towns or Districts in which £20 shall first be collected.

Applications stating that the sums specified have been collected, and are ready to be placed in the hands of the Hon. Treasurer of the Association, will be received by the Hon. Secretary, 117 George Street, Edinburgh, up to 1st January 1877.

EDINBURGH
LADIES' EDUCATIONAL ASSOCIATION.

The following Classes for Ladies will meet during the Winte: Session, 1876-77, in the Royal Society of Arts' Hall, 117 Georg Street, Edinburgh .—

Latin, . . .	Professor SELLAR.
English Literature, .	Professor MASSON,
Mathematics, . .	Professor KELLAND.
Moral Philosophy, .	Professor CALDERWOOD.
Economic Science, .	Professor HODGSON.
Physiology, . .	JOHN S. M'KENDRICK, Esq., M.D.

These Classes meet at least Forty times during the Session. They are under the sanction of the Senatus Academicus, and are taught exclusively by Professors of the University, and by extra-academical Lecturers who are recognized by the University.

FEE for each Class, £2, 2s.

Also, in the same place, a Junior Class of Greek will be hel by John Keith, Esq., M.A., Assistant to the Professor of Greek should a sufficient number of Students desire it.

In addition to the Class Certificates and Prizes given by th Association, the University has instituted for Students in thes Classes a system of Certificates, detailed at page 62 Appendi to University Calendar.

Examinations for Pass Certificates will be held in Octobe 1876 and April 1877,—for Honour Certificates in April 1877 It is required of Candidates that they shall have passed th University Local Examinations. In 1876 these will be held o Tuesday, June 13, and the three following days.

For farther information apply to the Honorary Secretary,—

117 GEORGE STREET, EDINBURGH.

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,,	CHAMBERS' STANDARD ALGEBRA,	0	10
Natural Philosophy,	STEWART'S LESSONS IN PHYSICS,	3	9
,, ,,	LOCKYER'S LESSONS IN ASTRONOMY,	4	6

II.—HONOUR CERTIFICATES.

English,	BAIN'S COMPOSITION,	3	4
,,	SPALDING'S LITERATURE,	2	11
,,	TEMPEST, Clarendon Edition,	1	3
History and Geography,	FREEMAN'S SKETCH EUROPEAN HISTORY,	2	11
,, ,,	MERIVALE'S HISTORY OF ROME,	6	0
Geography of South America,	MACKAY'S ELEMENTS,	2	6
Logic,	JEVONS' PRIMER,	0	10
Mathematics,	COLENSO'S ARITHMETIC,	3	9
,,	TODHUNTER'S ALGEBRA,	2	0
,,	,, EUCLID,	2	11
,,	,, TRIGONOMETRY,	2	0
Natural Philosophy,	THOMSON AND TAIT'S ELEMENTS,	7	6
Chemistry,	ROSCOE'S LESSONS,	3	9
Zoology,	NICHOLSON'S TEXT BOOK,	5	0
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Physiology,	BENNETT'S TEXT BOOK,	11	6
,,	HUXLEY'S ELEMENTS,	3	9

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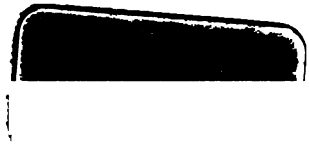
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